DOCUMENT RESUME

ED 228 380 CE 034 597

AUTHOR Rader, Martha; Metha, Arlene
TITLE Instructional Strategies for Serving Special Populations in Vocational Education.
INSTITUTION Arizona State Univ., Tempe.
SPONS AGENCY Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE [80]
NOTE 136p.; Contains light type that may not reproduce well.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Case Studies; Classroom Techniques; Curriculum Guides; *Disabilities; Educational Legislation; Educational Needs; *Educational Strategies; Elementary Secondary Education; Federal Legislation; *Females; *Functional Reading; Guidelines; Interdisciplinary Approach; *Multicultural Education; Postsecondary Education; Reading Skills; Remedial Reading; Sex Fairness; Student Needs; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS Public Law 94 142; *Special Needs Students; Teacher Awareness

ABSTRACT

Intended for use at all levels, this interdisciplinary curriculum guide deals with instructional strategies for serving special populations in vocational education. It consists of four volumes of materials devoted to the needs of handicapped persons, persons in multicultural educational programs, women, and vocational students with reading problems. Included in the volume on the needs of handicapped persons are the following: an awareness exercise; highlights of, an article on, and a learning packet on P.L. 94-142; case studies; and a bibliography. Provided next are materials concerning women and sex equity, including an awareness exercise, transparencies, case studies, and a bibliography. In a discussion of vocational students with reading problems, various issues are addressed, such as survival skills, following directions, gaming, student vocabulary assessment, a silent reading-skills survey, a checklist for textbook evaluation, the Fry Readability Formula, and survival paks. (MN)

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INSTRUCTIONAL STRATEGIES FOR SERVING SPECIAL POPULATIONS IN VOCATIONAL EDUCATION

Sponsored by:

RFP Contract, Goal 7
Arizona Department of Education
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Instructional Stragegies for Serving Special Populations

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INTRODUCTION

This curriculum guide was developed through a contract with the Arizona Department of Education (1978 Vocational Education RFP Goal 7). The guide was developed as the outcome of a workshop for vocational teachers which was held at Arizona State University during August 20-22, 1979.

The guide is intended to be used as a resource for vocational teachers at all levels--pre-vocational, secondary, and post-secondary. Teachers from all the vocational subject areas can benefit from this interdisciplinary curriculum guide. The guide is also intended to be used as a model for future in-service workshops which may be conducted by school district personnel, other postsecondary institutions, or professional organizations.

The awareness exercises and case studies may be utilized to promote attitudinal changes and a willingness to serve vocational education special populations. The cases may also be useful in designing change strategies that confront the complex issues of the various federal civil rights mandates affecting vocational education (the Civil Rights Act of 1964, Title IX of the Education Amendments of 1976, and Public Law 94-142.) The case studies, which were contributed by the workshop participants, reflect actual case histories. The names and places have been changed to insure anonymity.

A bibliography of resources (both print and non-print) is provided for each of the three defined special populations, and the resources include those from all the vocational disciplines. Non-print materials include films, other audiovisual aids, and "human resources" (a cadre of specialists in Arizona who might be called upon to give teachers advice on various problems relating to special populations).

The section on handicapped populations includes a reprint of an article on Public Law 94-142, followed by a self-instruction packet of materials on 94-142 which was contributed by Dr. Eugene Chasey.

A separate section of curricular materials on reading is included at the end of the curriculum guide. This section was included because of importance of reading skills for all the vocational disciplines. As more and more special students are integrated into vocational classes, teachers need to have a basic understanding of ways to help students with reading problems.

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INSTRUCTIONAL STRATEGIES FOR SERVING SPECIAL POPULATIONS IN VOCATIONAL EDUCATION

HANDICAPPED

AWARENESS EXERCISE

Suppose you might suddenly acquire one of the following twelve employment handicaps. Place them in rank order from most acceptable (#1) to least (#12) and write a short statement as to why you placed each where you did. Finally, draw a line between those conditions you feel you could cope with pretty well and those which you think would be devastating.

Amputee - both arms at shoulder
Blind - light perception only
Cerebral Palsy - spastic CP with leg use affected more than arms, some speech impairment
Cleft Palate - characteristic speech, not entirely correctable cosmetically
Dead - terminal condition with a life expectancy of 20 to 30 days
Deaf - 80 to 100 db loss both ears (only very loud sounds, i.e., jack hammer)
Emotionally Disturbed - manic depressive, occasional sudden fits of depression and/or anger
Epilepsy - Grand mal convulsions, one or two a year if you take your medication
Homosexual - no obvious overt signs
Mental Retardation - IQ 60 to 65
Paraplegic - wheelchair bound, paralysis of legs only
Stuttering - frequent blocks and repetitions

1._______________________
2._______________________
3._______________________
4._______________________
5._______________________
6._______________________
7._______________________
8._______________________
9._______________________
10._______________________
11._______________________
12._______________________

Contributed by John Nelson

Education for All Handicapped Children Act of 1975

P.L. 94-142

Highlights

1. FAPE -- "Free appropriate public education" (recurring theme)
2. Priorities
    - A. Children not served.
    - B. Children inadequately served.
3. Non-discriminatory testing
    No single test.
    Native language.
4. 3 to 18: 9/1/78
    3 to 21: 9/1/80
    3-5 and 18-21:
    - a) Only if consistent with state law
    - b) Incentive grants: $300 a year per child
5. 12% of all 5-17 (only 1/6 LD)
6. $378 million - fiscal year ending 9/30/78
    $3.16 billion - fiscal year ending 9/30/82
7. No termination date for the law
8. "Least restrictive alternative"
9. "Individualized education program"
10. "Annual goals" for each child
11. Parent due process guarantees -- civil rights legislation
12. Funding for "early identification and assessment of handicapping conditions in children under three years of age."
13. Personnel development
    "...in service training of general and special educational instructional and support personnel."
14. Proposed regulations by 11/1/76
15. Will affect every school district in the country. Not law of BEH or USOE -- "law of the land."

Contributed by John Nelson

TEACHERS ASK ABOUT HANDICAPPED CHILDREN AND THE NEW LAWS

By: Barbara Aiello
Education Unlimited, Vol. 1, No. 1, April, 1979
(Reprinted by permission)

In a recent report by the National Education Association (Consensus, Conflict and Challenge, 1978) a panel of special and regular educators termed Public Law 94-142 "a bill of rights for more than 8 million handicapped children." Yet the report authors admit that the new law, which is almost as significant a piece of legislation as were the desegregation rulings, is greatly misunderstood and misperceived by many professionals.

In a Learning magazine poll, a majority of the 577 respondents reported that teachers desperately need more practical information regarding both the spirit and the letter of Public Law 94-142.

The following questions were compiled as the result of those most often asked by a national sample of over 2000 educators. These teachers voiced their concerns about mainstreaming and current legislation and their questions are answered from the perspective of the classroom teacher who may work with children with handicapping conditions of all kinds.

Q. I've heard about Public Law 94-142. Some of my colleagues are adamant that the law means that all handicapped children must be placed in regular classrooms. Is this true?

A. No. The law is clear when it states that "to the maximum extent appropriate, handicapped children . . . are educated with children who are not handicapped (Section 121a.550)." The key here is the phrase "to the maximum extent appropriate." In practical terms more mildly handicapped children can be educated in regular class settings than can most severely involved children--such as those who are profoundly retarded, for example. However, the law states that placement decisions are made on an individual basis and that the individual educational needs of each handicapped child must be considered before she/he is placed in either a special or a regular class. Moreover, it is essential to regularly assess the child's progress, and when appropriate, move the child towards settings which are less restrictive. All decisions are time-limited.

Q. How does "mainstreaming" fit into all of this?

A. The term "mainstreaming," which came about a few years prior to the enactment of Public Law 94-142, was used in referring to the placement of mildly handicapped children, such as some learning disabled, emotionally disturbed, and educable mentally retarded children, into regular classrooms on a full- or parttime basis. Before Public Law 94-142 was enacted, approximately 12 of the 50 states had drafted legislation to include mildly handicapped children in regular classrooms. This inclusion was often referred to as "mainstreaming."

Confusion arose when the term "least restrictive alternative" was used in the text of Public Law 94-142, to describe a broader concept. While "mainstreaming" was assumed usually to refer to mildly handicapped children, "least restrictive alternative" is applicable to all types of handicapped children. Let me give you two examples:

Eddy is 17 years old and a resident of a state institution for persons who are mentally retarded. It has been decided that Eddy is competent enough to live outside the institution, in a supervised group home. The "least restrictive alternative" for Eddy is a residential placement in the community. Eddy will not be mainstreamed into a high school algebra class, as some critics of the law would have regular class teachers believe.

Katherine is 5 years old and trainably mentally retarded. Her preschool trainable class has been moved from the basement of a local church into a public elementary school. The least restrictive environment for Katherine and other students in her special class might be a shared snack time or recess with the other kindergarten students in the "normal" class.

Children like Eddy and Katherine will probably not be mainstreamed into regular classes on a fulltime basis because their individual educational needs would not be met in that setting. However, to fulfill the letter and the spirit of the law, the educational environment that is "least restrictive" (i.e., a group home, snack time with normal peers, etc.) must be actively sought for all handicapped children.

Q. I can understand that a child in a wheelchair, or a deaf or a blind child should be mainstreamed. But what about retarded and emotionally disturbed children? Does this law apply to them?

A. The law requires that educators look beyond the label that a handicapped child carries, to the individual needs of the child. Thus, placement decisions must be made on an individual basis.

If a regular class teacher receives a retarded, a disturbed, a deaf, or a cerebral palsied child into the class, that decision should have been made because the individual needs of a particular child can best be met in the regular class setting with nonhandicapped peers.

Q. How and why did this law come about? Isn't it just another case of "the pendulum swing back?"

A. P.L. 94-142 is the result of the work of many groups of persons who were concerned about the quality of education and the educational opportunities for handicapped children.

By the late 1960's parent groups began to gain national prominence in their quest for equal educational opportunity for their handicapped children. The Pennsylvania Association for Retarded Children (PARC) was the first advocacy group to support a parent in his suit against a state board of education to obtain local school district services for his handicapped child (PARC v. Commonwealth of Pennsylvania, 1972).

When the Pennsylvania State Board of Education consented to the case, state policy had to be rewritten to include handicapped children in educational programs. Other states followed suit and in 1975 President Gerald Ford signed the "Education for All Handicapped Children Act," known as Public Law 94-142. With the U.S. Office of Civil Rights monitoring states to ensure the civil right of a free, appropriate, public education to all handicapped children, it can be assumed that the law is here to stay and is much more than the backswing of the proverbial pendulum.

Q. I voted for the bond issue that made it possible for a special school for physically handicapped children to be built in our area. Does the "least restrictive alternative" or "mainstreaming" concept mean that schools like this one may be phased out?

A. The law does not mandate that special schools close their doors or that special classes be dissolved. Instead, the law requires that an individual placement decision be made for each handicapped child. Special education facilities, such as schools for severely or multihandicapped children can be made available to those children for whom such fulltime placement is considered appropriate for some part of their educational program.

Q. There is talk in our district about forming resource rooms to supplement special services. What will happen to the special education classes?

A. Resource rooms can supplement special services in a variety of ways. First, a resource room can permit handicapped children to work with special teachers in a smaller, more structured setting, during part of their school day, and to work in regular classes with their nonhandicapped peers for another segment. In addition, resource rooms often offer flexible scheduling to permit the specialist who operates the room to become a resource to the classroom teachers in the school.

Q. In our district, special education teachers are writing IEPs for handicapped children. What exactly is the IEP?

A. An "IEP: means "Individualized Education Program," and it is a written plan for providing instructional services on an individual basis, to individual handicapped children. An IEP is written during a meeting at which educators, parents, and whenever appropriate, the child, decide on the specially designed instructional needs of the handicapped child. (If the parents or guardians choose not to attend, the professional persons proceed with planning.)

An IEP must contain a statement of the child's present levels of educational performance, a listing of annual goals, including short-term instructional objectives, or stepping stones, that will help the child meet the goals.

In addition, the IEP must contain a statement of the specific educational and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs. The IEP must contain appropriate, objective evaluation criteria and a schedule for determining on at least on an annual basis, whether the instructional objectives are being achieved.

Q. Regular class teachers may be involved in IEP writing. Why regular class people - they're not special educators?

A. Because the law stipulates that teachers must be included in the planning process for handicapped children, it is likely that many regular class teachers will have the opportunity to help develop an IEP. The education of handicapped children is now the dual responsibility of both the special and the regular education communities and if you, as a regular class teacher are referring a child for special services, or receiving a handicapped child into your classroom, you may be asked to help formulate goals and objectives for the new arrival, or to share the strengths and weaknesses of a child who may be in need of special services.

Q. How is anyone, even special education personnel, going to get the job done? Doesn't the IEP process require a lot of extra work?

A. Writing high quality IEPs is not an especially easy task at first, and for this reason it is safe to say that, at the outset, many school districts will be faced with extra work. Yet educators must remember that planning meetings of any kind traditionally have implied extra work for teachers and administrators. Now we are required to devote some of our school planning time to meeting the unique needs of handicapped children.

Q. What happens if a parent doesn't agree with what the committee decides?

A. The committee process represents an avenue for increased cooperation between special and regular educators, and between educators and parents. Parents are invited to participate on the committee as equal members, sharing their thoughts and concerns about the needs and the placement of their handicapped child.

When school people work hard at cooperatively drafting a clear IEP, parents seldom refuse to sign it. In addition, when educators make clear to parents that the IEP is not binding and that inappropriate placements can be changed, parents and teachers often are more willing to give the proposed plans a try.

Although it is true that parents must agree to the educational decisions for children by signing the IEP, when the committees function as cooperative forums for shared concerns, the signing process becomes a formality, not a fight.

If however, agreement cannot be reached, both the parents and the school personnel have the right to a due process hearing.

Q. I'm concerned about this due process hearing. I've heard that parents can take the whole school system to court. Is that true?

A. Due process procedures were instituted as part of the laws to protect the rights of handicapped children and their parents. When either party (parent or school official) disagrees regarding the identification, evaluation, or educational placement, the next step is an impartial due process hearing. During this time, the child remains in her/his original classroom setting until the matter is resolved, unless the complaint involves an application for admission to public school in which case the child must be placed in the public school until the matter is resolved. If either party is still dissatisfied after a due process hearing, the case may be appealed to the state educational agency for an impartial review of the hearing. Then if no agreement is reached, any party may bring civil action. Certainly, by means of the processes described, a parent could take a school system to court.

Q. Is it true that because of the news laws, it will be almost impossible to get a child into a special class?

A. The law states that "special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily (Section 121a.550)." Handicapped children will continue to be placed in special classes but that placement is made only after possible placement in the regular school or regular class is judged inappropriate. Categorical decisions, such as "every educable mentally retarded child belongs in a fulltime, self contained special class," are no longer permitted. A child's placement in a regular or a special class is based upon her/his individual strengths, weaknesses, and needs.

Q. Let's say I get a handicapped child in my classroom. I don't feel as though I'm trained to handle those children. What do I do then?

A. The requirements of the law are meant to bridge the gap between the regular and the special education communities. Should you receive a handicapped child in your classroom, you should expect consistent help and support from the special services personnel assigned to your school. Clearly, the wholesale "dumping" of handicapped children into regular classes is not the intent of the law. Rather, the placement committee process, IEP development, etc., are means to facilitate the gradual, planned inclusion of handicapped children into regular classes.

Specialists must be ready to prepare regular class teachers for the handicapped child and regular class teachers must request from specialists the help they will need.

Q. What can I do about the other children? They can be so cruel at times. And what about teasing, etc.?

A. Not only must regular class teachers be prepared for a handicapped child, but the children themselves must be prepared for the handicapped classmates. School systems around the country are including the study of handicapping conditions into social studies and human relations curricula.

Teachers report that when students are prepared for a handicapped classmate, teasing or cruel behavior rarely surfaces. Instead children are especially understanding, helpful, and friendly.

Q. Sometime ago, an official at HEW signed another law for the handicapped - he signed it after a sit-in, as I recall. How do these two laws relate to each other?

A. In April of 1977 Secretary of HEW Joseph Califano signed the 504 Regulation on the 1973 Rehabilitation Act (Public Law 93-112). The protest to which you refer involved a 23 day sit-in by handicapped individuals at the HEW offices. The sit-in was an attempt to direct public attention to the administrative postponement of signing what is termed the civil rights act for the handicapped.

This law relates directly to Public Law 94-142 in that it also guarantees all handicapped children a free, appropriate, public education, the right to a due process, the development of an IEP for each handicapped child, and the placement of handicapped in the least restrictive alternative.

In addition, the 504 Regulation requires that all buildings erected or renovated with federal funds be made accessible to the handicapped. This directive includes public school buildings from elementary schools to colleges and universities. Programs, services, and activities in existing facilities must be made accessible to students as well. The 504 Regulations are comparable to the earlier Civil Rights Act of 1964 and recipients of HEW funds will be monitored by the U.S. Office for Civil Rights to assure compliance. Noncompliance may result in a loss of federal funds or court action if noncompliant recipients fail to take remedial action.

Q. Many of us see these laws as a boost for handicapped children and adults. But these days school systems are pinching every penny. Where will the money come from?

A. Federal funds are made available to states and to local school districts so that they can carry out the requirements of the law. The amount of general funds allocated to states is determined by the following formula:

NAE X ______% X	NHC =	$$$$
National Average Expenditure per pupil	Number of Handicapped Children	Amount of federal funds allocated to state for the year

The NAE is multiplied by a specific percentage. This percentage escalates gradually over a 5 year period which began with 5% in fiscal year (FY) 1977 and will reach a maximum of 40% by FY 1982 if Congress appropriates the necessary funds. Full funding - up to 40% by FY 1982 - seems unlikely in view of the "austerity" policies so evident in 1979.

Q. I'd like to see this law in print. Where can I get a copy?

A. Often a letter to your senator or representative will get you one free copy of Public Law 94-142. For multiple copies write: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 ($.75 per copy). Ask for "Education of Handicapped Children Act, P.L. 94-142," Federal Register, Tuesday, August 23, 1977, vol. 42, #163

Also, the National Education Association has prepared a detailed analysis of Public Law 94-142, titled "A Teacher's Reference Guide to P.L. 94-192." Write to NEA, 1201-16th Street N.W., Washington, D.C. 20036.

LEARNING PACKETS ON P.L. 94-142 (pages 11-44)

The following learning activity packets were written and contributed by:

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These packets are designed to present eight self-instruction units on Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973. The packets are included with permission of the author.

Packet #1

KNOWLEDGE AND AWARENESS OF PL 94-142

Goal: To provide basic information regarding the purpose of the act.

A. Introduction

The information contained in this packet is intended to aid an instructor in presenting the All Handicapped Children Act (Public Law 94-142) to his/her class, to save time in researching questions.

A comparison may often be made by the public between Section 504 of the Rehabilitation Act of 1973 and PL 94-142. Section 504 is a civil rights law which addresses the topic of education, among others, whereas PL 94-142 is an educational grants program.

B. Purpose of the Act

The purpose of PL 94-142 -- the Education for All Handicapped Children Act of 1975 -- is to ensure a free appropriate public education for all handicapped children. Section 601(c) states:

> It is the purpose of this act to assure that all handicapped children have available to them, within the time periods specified ..., a free appropriate public education... to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.

The timelines specified are as follows:

> ...a free appropriate public education will be available for all handicapped children between the ages of three and eighteen within the State not later than September 1, 1978, and for all handicapped children between the ages of three and twenty-one within the State not later than September 1, 1980, except that, with respect to handicapped children aged three to five and aged eighteen to twenty-one, inclusive, the requirements of this clause shall not be applied in any State if the application of such requirement would be inconsistent with State law or practice, ...
>
> Note: Present State Law would not include children before age five.

C. Definition of Handicapped

In several respects Section 504 of the Rehabilitation Act is broader than PL 94-142. Under Section 504, a handicapped person is a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of that type of impairment, or is regarded as having that impairment.

PL 94-142 specifically defines handicapped children as:

> ...Those children evaluated...as being (1) mentally retarded, (2) hard of hearing, (3) deaf, (4) speech impaired, (5) visually handicapped, (6) seriously emotionally disturbed, (7) orthopedically impaired, (8) other health impaired, (9) deaf-blind, (10) multi-handicapped, (11) or as having specific learning disabilities, who because of those impairments need special education and related services.

D. Definition of Free Appropriate Public Education

Section 121a.4 of the regulations defines "free appropriate public education" to mean:

> ...special education and related services which:
> (a) Are provided at public expense under public supervision and direction, and without charge,
> (b) Meet the standards of the State educational agency...,
> (c) Include preschool, elementary school, or secondary school education in the State involved, and
> (d) Are provided in conformity with an individualized education program.

E. Definition of Special Education

"Special education" is defined under Section 121a.14 of the PL 94-142 rules and regulations as follows:

> (a) (1) ... "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.
> (2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special

> education" rather than a "related service" under State standards.
>
> (3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

The section further states:

> The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. The definition of "related services" also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

A note should be made that the above holds true for everything except physical education which, because it is part of the definition of "special education," may be extended to a handicapped child even though other forms of special education are not.

F. Definition of Related Services

The term "related services" as used in PL 94-142 is defined in Section 121a.13 of the regulations. The phrase means:

> ...transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and included speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

The comment to Section 121a.13 states, however, that:

> The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy) if they are required to assist a handicapped child to benefit from special education.
>
> There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services

> might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.
>
> Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

G. Priorities Under PL 94-142

After the passage of the law in 1975, there was some lead time in which schools were to begin making such adjustments as were necessary to allow them to move into full implementation of the law. In the comment to Section 121a.320 note that:

> After September 1, 1978, there should be no second priority children, since States must insure, as a condition of receiving...funds for fiscal year 1979, that all handicapped children will have available a free appropriate public education by that date.

Packet #2

IDENTIFICATION OF THE SPECIAL EDUCATION STUDENT

Goal: To provide succinctly the definitions for the several categories of special education students.

A. Introduction

Prior to the enactment of PL 94-142, all state and local educational agencies are assumed to have been employing a "child find" system for the purpose of identifying and evaluating handicapped children. Under PL 94-142 the identification process is of primary importance and it is usually the classroom teacher who must accept much of the responsibility for identification of possible special education students so that they may be properly screened and evaluated before any placement can be considered. To assist the classroom teacher in this task, an attempt has been made to give some generalizations which may help to serve as guidelines.

A danger that always arises when defining exceptional children's characteristics is that one tends to place each one neatly into a category. Please note that children may exhibit a variety of the characteristics that are listed below and an equal number of characteristics not listed. Each one is unique and learns differently. These characteristics are general and indigenous to the group as a whole.

B. Definitions and Characteristics of Exceptional Children

1. Mentally Handicapped

In order for someone to be classified as mentally handicapped a number of criteria must be met. The following criteria are idenfied as early as 1960 by Heber.

a. The individual demonstrates sub-average intellectual functioning -- below 80 I. Q.

b. This sub-average intellectual functioning occurred during the developmental stage -- pregnancy to 16 years.

c. The individual has deficits with adaptive behavior -- behavior that is needed to succeed in the world.

It is absolutely imperative that all criteria be met. If a student is placed in a program only on the basis of testing and the other factors are not taken into consideration, the six-hour retarded child results. That is, a child who is"retarded" only at school but functions normally in the home environment.

In the school situation two mental handicapping conditions are most common:

Educable mentally handicapped

Trainable mentally handicapped

Educable mentally handicapped. The commonly identifiable characteristics of the educable mentally handicapped are:

a. Has an I. Q. between 7408- as measured on the Wechsler Intelligence Scale.

b. The child's development was slow.

c. Functions semi-independently at home.

d. Develops communication and social skills.

e. Has a short attention span.

f. May not always understand directions.

g. Works at a slower pace than others.

h. Learns basic academic skills -- by late teens no higher than sixth grade.

i. Can handle a vocation with guidance and support.

Trainable mentally handicapped. Some commonly identifiable characteristics of the trainable mentally handicapped are:

a. Has an I. Q. that is three (3) standard deviations below normal -- 55-70.

b. Has been extremely slow in development.

c. Functions dependently at home.

d. Often has poor speech patterns or no speech at all.

e. Other problems such as blindness, cerebral palsy often accompany the trainable mentally handicapped.

f. Many trainable youngsters have special health problems such as allergies, asthma, heart disease, epilepsy. Some of them, therefore, may need medication or a special diet.

g. Poor social awareness.

h. Difficulty in carrying out directions.

i. Short attention span.

j. Capable of self-help skills.

k. Can function in unskilled or semi-skilled occupations with adult supervision. (Will probably never obtain total independence from adult supervision.)

2. Learning Disabled

No exceptionality has created such heated controversy as this area. This controversy leads to the difficulty in an acceptable definition. The U. S. Congress defines it as:

> "Those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, write, spell or do mathematical calculations."

Hewett & Forness (1974) came up with a "descriptive" list of learning disabilities as follows:

- a. Hyperactivity - the student has extreme difficulty sitting still.
- b. Perceptual impairments - experiences difficulties with input processing and feedback of information through the senses.
- c. General orientation defects - is confused at times, gets lost frequently, and clumsy.
- d. Disorders of attention - short attention span and is easily distracted.
- e. Impulsivity - does not think behaviors through, very sporadic, does actions on the spur of the moment.
- f. Disorders of memory and thinking - poor immediate memory, cannot remember long term information, poor memorization, poor rote memory, knows some information one day and forgets it the next, reasoning skills are poor, cannot seem to solve "simple" puzzles or riddles.
- g. Specific learning difficulties in reading, mathematics, writing, and spelling.

A main point to remember regarding learning disabled students is that they have average intelligence but one or more problems interfere with this intelligence. The potential for learning is always present. (Students in this category are very likely to be "mainstreamed" into some of the regular class sections with some support from the special education teachers.)

3. Emotionally Handicapped

This individual is unable or incapable of meeting the demands of the regular classroom programs and is in need of special classes or services to promote his/her educational growth and development. The difficulty is usually associated with serious social or behavioral problems.

Characteristics commonly exhibited are:

a. Usually average or above average in intelligence.
b. Inappropriate behaviors are usually intense, frequent, or of long duration.
c. Is extremely aggressive or passive.
d. Impulsive.
e. Extremely excitable.
f. Apathetic or withdrawn.
g. Has difficulty relating to peers and adults:
    1) Unable to be sympathetic and warm to others.
    2) Has few close friends.
    3) Does not enjoy working or playing with others.
    4) Has poor self image.
    5) Because of failure to perform in the regular classroom, academics are low.

C. The Classroom Teacher and the Identification Process

The text of PL 94-142 does not prescribe specific timelines for the identification and evaluation of students who may possibly be in need of special education programs. However, the State Department of Education has set a standard of 45 calendar days after enrollment for each new student to be screened.

This identification procedure must include consideration of academic progress, visual, hearing, communication, emotional and psychomotor problems and reading skills, but is not to include detailed individual evaluation procedures such as psychological testing for this must have parental approval.

When some of the characteristics as described above do appear in the classroom, the teacher should so note and attempt to remediate within the classroom environment. Keep notes of what steps have been taken to correct the difficulty.

Each school district will have developed special forms that are to be used by teachers to assist them in making referrals. These will be discussed in the next section.

Packet #3

THE REFERRAL PROCESS UNDER PL 94-142

Goal: To examine the referral process and to present referral form with items which will be considered before an evaluation will be done.

A. Introduction

As was noted in the preceding packet of information, every new student to the school must be screened for any possible handicaps which would cause the student to be eligible for special education and related services. The regular classroom teacher will probably be the key individual in the identification or screening process. This screening process does not require parental approval and includes only academic progress, visual and hearing screening, communication, emotional problems, psychomotor problems, and reading skill.

If this preliminary screening suggests that a referral is in order, the teacher will use the referral form provided by the school. Please note at this point that anyone associated with the student may make a referral regarding possible placement into special education; ie., teacher, parent, administrator, aide, custodian.

B. The Referral Process

1. Information Required

During the 45-day period which has been assigned for screening the new student, the teacher is alerted to maintain some form of records regarding characteristics of the student, academic history, types of alternative programs offered, and achievement tests

Characteristics of the student. These characteristics for which the teacher must be alert to detect will ordinarily be clearly shown on the school's referral form. They will include those characteristics which indicate school progress, social-emotional state, intellectual skills, and possible problems in vision, hearing, or speech.

Academic history. The grade which the student receives at the end of the grading period is one indicator. However, the grading period may not always occur at a time which allows for sufficient screening. In this situation the teacher is well advised to maintain a folder of written work which has been turned in for grading, a record of special reports (both oral and written), and any other pertinent supportive information.

Alternative programs. All students with short attention span are not special education eligibles. The same may be said for many of the characteristics commonly associated with special education students. When these are noted in the 45-day screening time, the teacher is reminded that some type of alternative learning situation should be tried and results noted. These are numerous and will indeed challenge the ingenuity of the teacher.

Achievement tests. Records of all achievement tests given, whether by the teacher or by the counseling department, should be maintained as part of the background information which will assist in the decision on a referral.

C. The Referral Form

Modified versions of two referral forms which are currently in use are presented for information and for possible practice.

Before using the referral form, the teacher might keep a few pertinent facts in mind. First, once the referral has been formally made, he/she should expect a status or progress report within thirty (30) days. Secondly, the referral calls for an evaluation which must have parental approval before it can be undertaken. Thirdly, the classroom teacher will be able to be involved in the evaluation report along with the school psychologist, a special education teacher, the school principal, and others who might be with the expertise to assist.

REFERRAL FOR POSSIBLE PLACEMENT INTO SPECIAL EDUCATION

TO BE COMPLETED BY CLASSROOM TEACHER

CLASSROOM TEACHER ______________ GRADE LEVEL ______ DATE INITIATED ______________

STUDENT'S NAME ______________ DATE OF BIRTH ______________

ADDRESS ______________ PHONE NUMBER ______________

REFERRAL INFORMATION

This student is being referred because of difficulty in ___Academics or ___Controlling Behavior or ___Both Other: ______________

CHARACTERISTICS

MILD	SEVERE		MILD	SEVERE	
		Poor balance			Impulsive
		Clumsy;awkward			Lethargic
		Cramped writing			Withdrawn
		Poor coordination			Hostile
		Reversals			Conforming
		Memory of facts			Inattentive
		Short attention span			Dreamer
		Easily distracted			Low self-concept
		Cannot follow oral directions			Outgoing
		Cannot follow written directions			Talks out of turn
					Out of seat behavior

DESCRIBE THE PROBLEMS AS THEY RELATE TO YOUR CLASS: ______________

HOW DO YOU FEEL SPECIAL EDUCATION CAN HELP THIS STUDENT? ______________

SURVEY OF STUDENTS WITH EXCEPTIONAL EDUCATION NEEDS

ame ____________________ Sex ___ Age ___ Primary Lang. __________

acher ____________________ Subject ____________________ Grade ______

	*Yes	No
. The student is achieving in school work consistently below his classmates.		
. The student's social and emotional behavior impairs his/her school progress or that of his/her classmates.		
. The student's intellectual skills are presently inadequate for normal school progress.		
. A visual, speech, hearing or other physical condition exists which impairs normal school progress.		
The student demonstrates exceptional needs not being met in the regular school program.		

*If any item A through E is checked "yes", complete the succeeding item

ease rate each item on a scale of 1 to 5 utilizing the following criteri

The student exhibits this performance or conduct to the following

tent: 1) Never or not observed 2) seldom 3 occasionally 4) often

consistently.

	1	2	3	4	5
. Has basic skill deficiencies in the subject matter of this class.					
Appears to have poor visual acuity or other visual problem.					
. Is slow to learn.					
. Cannot remember instructions.					
. Exhibits impulsive behavior.					
. Has basic skill deficiencies in reading.					
. Appears to have poor auditory acuity or other auditory problem.					
. Cannot retain concepts once acquired.					
. Cannot follow directions.					
. Cannot relate concepts of time, number or space.					
. Exhibits hyperactivity and/or short attention span.					
. Assignments are incomplete and poorly written.					
. Does not use common sense.					
. Uses immature or inappropriate vocabulary.					
. Cannot express himself verbally.					
. Speech differs noticeably from that of classmates.					
. Cannot express himself in writing.					
. Has inadequate knowledge of common facts.					
. Has negative attitude towards school.					
. Is easily distracted.					

Comments: ____

____

____

____

FOR THE SURVEY OF STUDENTS WITH EXCEPTIONAL EDUCATIONAL NEEDS

Name ____________________ Sex: ____ Age: ____ Grade: ____ Date: ______________

Teacher ____________________ School: ______________ Class: ______ Primary Lang: ______

Normal Deficient

School Progress

A 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 25 25

Social-Emotional

B 5 6 7 8 9 10 11 12 13 14 16 18 20 22 24 25

Intellectual Skills

C 5 6 7 8 9 10 12 14 16 18 20 22 23 24 25

Vision-Speech; Hearing-Other

D 5 6 7 8 9 10 11 12 13 14 18 22 25

Totals

E 20 23 25 28 30 35 38 40 41 45 49 53 56 59 63 67 71 75 78 85 92 100

Instructions for completing profile:

1. Sum items in category A which are: 1, 3, 6, 12, and 17.
2. On the profile above, circle the number which corresponds to the subject's total for category A. Example: The subject's total score on items in category A might be 14. Category A refers to "School Progress". For this subject circle the number "14" on the line under "School Progress".
3. Follow the same procedure for categories B, C, and D. Items to be summed for B are: 5, 11, 13, 19, 20. Items for C are: 4, 9, 10, 18. Items for D are: 2, 7, 14, 15, 16. Category E is the sum of A, B, C, and D.

Interpretation:

The student should be referred for psychological evaluation for possible placement in a special program if his score on any of the five categories falls to the right of the heavy line drawn through the center of the profile sheet and if the scores are supported by other screening procedures.

Final determination of the handicap category to which a given subject may be assigned will be determined by the results of a psychological evaluation.

Packet #4
THE EVALUATION PROCESS UNDER PL 94-142

Goal: To outline the process to be followed in the evaluation of students who are being considered for special education.

A. Introduction

The concept of due process (to be examined in later materials) is of prime concern throughout PL 94-142. To be in accord with this concept, schools will have referral forms which must be used by the teacher or other person when making a referral.

At this point schools will usually have a committee which will examine the information presented on the referral form. The purposes of the committee are to reduce the unnecessary referrals to Special Education, to examine the possibility that other services may be needed other than Special Education, to determine what has been done and what might yet be done in alternative services, and to provide practical assistance to teachers in dealing with situations in the classroom.

B. Examining the Student

An evaluation, in writing, appropriate to the child's educational problem shall be conducted in the child's primary language only after written consent has been obtained from the parent or guardian. If a child's primary language is determined to be other than English, the school has the option to use an evaluator or interpreter to assist with language and testing or to use test instruments which do not stress spoken language and which are considered valid and reliable performance measures of functioning.

A variety of information regarding the student is gathered to assist in the evaluation. The information needed for the evaluation before placement can be recommended will be gathered the school psychologist for psychological evaluation, a licensed psychiatrist or certified school psychologist if psychiatric evaluation is needed. Other information will include the child's development history, adaptive behavior, cultural background/family data, medical history. A home visit is also required if possible. This would be the responsibility of the school nurse.

In lieu of one or more parts of the evaluation to be done by the local school district, a current evaluation of the child which has been conducted by a comparable professional outside the educational system may be acceptable for the determination of the child's eligibility for Special Education.

C. Time Limitations

The evaluation of a child being considered for special education placement shall be completed within 60 calendar days of the written notice requesting signature of parent for evaluation.

The time limits as defined includes all formal testing which must be conducted as well as time for the committee meetings to make decisions. The evaluation shall be conducted by a multi-disciplinary team or group of persons including at least one teacher or other Specialist with knowledge in the area of the suspected disability.

D. Other Considerations

A note of importance is that "testing" as such does not indicate anything by itself. The information from testing, from visits in the home, from schools records along with information which can be provided by the regular classroom teacher, the nurse, and other parties can afford valuable assistance.

Packet #5

PL 94-142 STUDENT PLACEMENT

Goal: To review the requirements for the placement of handicapped students under PL 94-142.

A. Introduction

After a student has been appropriately identified, screened, referred, and evaluated, the critical issue often becomes that of reaching agreement between school personnel and parents as they meet to decide on the placement which will meet the criteria for "appropriate" education in "the least restrictive environment."

There is no one least restrictive environment; these decisions must be made on an individual basis by the persons who are in attendance at the staffings. The law does stipulate two very fundamental requirements:

(1) That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

B. The Multidisciplinary Conference

Following the evaluation of a child for whom special education and related services are being considered, a multidisciplinary conference shall be convened.

Participants in the conference. The participants who are to sit in the conference shall include:

(1) The school principal.

(2) The person responsible for administering or conducting special education courses.

(3) The teacher who made the referral.

(4) Personnel involved in the evaluation through psychological testing or other standardized tests.

(5) The parent or guardian of the child.

(6) A special education teacher who may provide the special services designed for the child.

(7) Participants need not be limited to the above mentioned personnel. For instance, others who might attend include the nurse, social worker, etc.

Purpose of the conference. The purpose of these conferences shall be to discuss the following pertinent points:

(1) Results of the several parts of the evaluation.

(2) Eligibility for special education placement.

(3) Proposed alternative programs, i.e., regular classroom, special classes, separate schooling, supplementary aids and services.

(4) The parent or guardian is to be informed of rights to obtain an independent evaluation if there is dissatisfaction with the school's evaluation. This evaluation is to be at public expense.

(5) The parent or guardian must sign a form which is prepared in English (or in the language of the home):

  (a) Understanding of the placement

  (b) Understanding of parental rights.

  (c) Agreement or disagreement concerning the proposed placement.

C. Time Limitations for Placement

Following the authorization for the placement, the recommended Programs and services as outlined in the multidisciplinary conference must be provided as soon as possible, but not later than 15 school days unless such placement would occur after May 1. There are to be no waiting lists for placement!

Packet #6

RIGHTS OF PARENTS OF HANDICAPPED CHILDREN

Goal: To review and to emphasize the rights of parents under PL 94-142.

A. Introduction

One of the major reasons why PL 94-142 was enacted by the Congress of the United States was to provide for the procedural due process rights of handicapped children and their parents in matters pertaining to educational practices. While many of the detailed procedures to be followed in order to satisfy due process rights will be handled at the administrative level through the development of the various forms to be used, the teacher will be well advised to become at least conversant with some of these basic requirements.

B. Parent Participation in the IEP

The law and the regulations make it very clear that the parents of a handicapped child are to be present at the IEP meeting, and that the meeting is to be held at their convenience. Section 121a.345 of the PL 94-142 regulations regarding parent participation in IEPs reads as follows:

> a. Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including:
>
> 1. Notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and
> 2. Scheduling the meeting at a mutually agreed on time and place.
>
> b. The notice must indicate the purpose, time, and location of the meeting, and who will be in attendance.
>
> c. If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.

d. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as:

1. Detailed records of telephone calls made or attempted and the results of those calls,
2. Copies of correspondence sent to the parents and any responses received, and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

e. The public agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

f. The public agency shall give the parent, on request, a copy of the individualized education program.

C. Independent Evaluation

As was mentioned in earlier material, the school is charged with the responsibility of bearing the cost of evaluating each new student for the possibility of special education needs. If, however, the parents disagree with the results of the educational evaluation, they have the right to:

1. Be informed of locations where an independent educational evaluation may be obtained.

2. Obtain the independent educational evaluation at public expense.

If the school disagrees with the independent educational evaluation, a hearing may be initiated to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has a right to an independent educational evaluation, but not at public expense.

D. Parental Consent and Notice

The school district must notify the parents in writing before it approves or refused "to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child." Parental consent is required only for a preplacement evaluation and initial placement of the child. Most school officials will, as a matter of courtesy to the parents, seek parental consent or at least keep them informed of changes in placement.

E. Confidentiality of Information

Provisions from the Family Educational Rights and Privacy Act of 1974 are written into the PL 94-142 regulations. One section states:

> "Each participating agency shall protect the confidentiality of each personally identifiable information at collection, storage, disclosure, and destruction stages."

Another section states:

> "Each participating agency shall permit parents to inspect and review any education records relating to their children which are collected, maintained, or used by the agency under this part. The agency shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program or hearing relating to the identification, evaluation, or placement of the child, and in no case more than 45 days after the request has been made."

The parents also have the right to request that the educational agency amend its records if it is determined that the information contained therein is "inaccurate or misleading or violates the privacy or other rights of the child..." If the agency refuses, then the parents have a right to a hearing. If the decision of the hearing officer is in favor of the educational agency, the parents have the further right to have a statement placed in their child's file setting forth their comments and reasons for disagreeing with the agency over the information contained in the file.

Prior to collecting information, the state educational agency must give notice to parents of the data it intends to collect, of the procedures and sources it will use to collect this information, and of their rights.

F. Procedural Due Process Rights of Parents

The parents of a handicapped child have the right to initiate an impartial due process hearing on any matter relating to the identification, evaluation, or educational placement of their child or the provision of a free appropriate public education. At the hearing, as spelled out in one section, they have the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of handicapped children;
2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five days before the hearing;
4. Obtain a written or electronic verbatim record of the hearing;
5. Obtain written findings of fact and decisions...'
6. Have the child who is the subject of the hearing present; and
7. Open the hearing to the public.

If the parents are unhappy with the decision of the hearing officer, they have the right to appeal the decision to the state educational agency as well as to bring civil action. During these proceedings, the child remains in his/her current placement unless the parents and educational agency agree otherwise.

Packet #7

RIGHTS OF TEACHERS UNDER PL 94-142

Goal: To explore the rights of teachers in the education of handicapped students.

A. Introduction

One of the major reasons why PL 94-142 was enacted by the Congress of the United States was to provide for the procedural due process rights of handicapped children and their parents in matters pertaining to educational practices. Ironically, the law and regulations are almost silent on the rights of teachers who will be working regularly with these children and will be conferring with the parents. In some instances the law and regulations, by inference, do touch upon teacher rights.

B. Class Size

PL 94-142 does not contain any provision for a reduced class size because some students with disabilities are assigned to a class. However, teachers should be aware that the regulations do authorize the use of supplementary aids and seavices to assist teachers with large classes and handicapped students who need a lot of individual attention. In addition, the teacher should check with the local education association and/or the state education association for advisement and support.

C. Teacher Complaint Procedure

The law does not concern itself to procedures to be followed for handling teacher complaints regarding substantative charges that the school district is not implementing a satisfactory program for handicapped children. The regulations do specify that "effective procedures for reviewing, investigating, and acting on any allegations of substance, which may be made by public agencies, private individuals, or organizations, of actions taken by any public agency that are contrary to the requirements of this part."

This does not specifically speak to the rights of teachers but under the phrase of "private individuals" the teacher may find that the appropriate procedure to follow is to bring such matters to the attention of state educational agency officials if all local avenues prove futile.

D. Coordination of Regular and Special Education Programs

The PL 94-142 regulations do not address this issue. The assumption is that the local district is responsible for assuring coordination between regular and special education just as the local district is responsible for the coordination of other curricular matters.

Packet #8

DEVELOPING THE I.E.P.
(INDIVIDUAL EDUCATIONAL PROGRAM)

Goal: To provide basic help regarding the information for an IEP.

A. Introduction

An Individualized Education Program must be developed or revised for every handicapped by the beginning of the school year or before placement of any student who enters after the opening date of school.

There are three levels of development in making an IEP. The first level is the total service plan which contains a statement of the type of placement or program that is being recommended.

The second level of development is the implementation of the total service plan. This step indicates "how" the plan will be implemented and who will be responsible for the implementation.

Short term objectives and ongoing measurement serve as the bases for the third level which is the annual review. Each student's IEP must be reviewed at least once per year and revised if necessary.

B. Participants in Developing the IEP

The IEP is a written statement developed in conjunction with a meeting or meetings which includes the following participants:

1. A representative of the public agency other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.
2. The child's teacher.
3. One or both of the child's parents . . .

4. The child, where appropriate.
5. Other individuals at the discretion of the parent or agency.

C. Components of the IEP

The IEP, which as stipulated by law to contain nine specific components, must be implemented as soon as possible after the IEP meeting(s) and "be in effect before special education and related services are provided to a child." These nine components will be identified separately and later a suggested format will be given as one which you might likely find in use in a public or private school.

1. The IEP must contain a statement of the extent the student will be able to participate in regular educational programs.

This will include the percentage of time for the regular program and the percentage of time to be assigned to special services such as counseling, therapy, orientation, etc.

2. The IEP must include a statement of the expected date for initiation of such programs and services.
3. The IEP must have a statement to identify the anticipated duration of such programs and services.

This will be stated as grade level or in calendar notations: Grades 7 & 8, 1979-1981, or Aug. 29 to May 30.

4. The IEP must contain a statement of the student's present levels of educational performance.

As much information as possible should be provided regarding the student's present level of educational performance. Also included should be learning and behavior characteristics which influence the student's ability to learn. The sources or bases of all information should be provided whether from standardized tests, from teacher made tests, or from observation.

5. The IEP must provide a statement of the educational program to be provided to the student.

This is basically the recommendations for placement and might appear as:

a. The student is to be placed in a learning disability resource room one hour daily for five days a week.

b. Remediation will be attempted to help improve math primarily.

c. Classroom work and behavior will be closely monitored.

This statement of the recommended placement should include the legal category of exceptionality (mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, learning disabilities) for which the student qualifies for state and/or federal funding. Such a label should be used only for funding but not for programming. The program needed is to be designed for the particular needs of the student.

6. The IEP must contain a statement of ancillary services or resources to be provided to the student.

Examples of such statements are:

a. Counseling should be provided with the psychologist one hour per week to help the student curb aggressive behavior.

b. The psychologist will set up a contingency management program to assist in curbing the aggressive behavior.

c. Transportation will be provided between the school and the psychologist's office for the weekly counseling.

7. The IEP must provide a statement of annual goals or objectives.

These goals (to improve math skills; to decrease aggressive behavior; to improve self concept) should be prioritized.

8. The IEP must include a statement of evaluation procedures including criteria and schedule for determining whether instructional objectives are being achieved on at least an annual basis.

This calls for identification of teacher made tests, teacher observation, or standardized tests.

9. The IEP must contain a statement of short term instructional objectives.

The purpose of the short term objective is to lay the foundation for the annual goal. For example, the long term goal in the IEP is to improve the math level.

How would one go about this? First, one would test to determine the math level. One would then initiate a sequential program involving the needed math skills. As can be seen the short term objectives are the week to week teaching program.

Daily assignment sheets should be filled out on each student. These should be evaluated on a daily basis and accumulated on weekly and monthly bases.

In order for an objective to be complete, three components must be present.

a. Condition: (conditions under which the behavior is to be observed) Example: After 9 months placed on a behavior management program.

b. Behavior: (a description of behavior which can be observed) Example: the student will show a 50% decrease in aggressive behavior

c. Criteria: (a statement of the criteria of acceptable performance) Example: as measured by pre and post teacher observations and frequency counts.

D. A Format for Writing the IEP

On the following three pages you will be given one completed IEP form that is common in the schools. It does contain the three levels that were mentioned in the introduction and the nine basic components that are specified in the law.

INDIVIDUAL EDUCATIONAL PLAN: IMPLEMENTATION

Page ___

(Complete one page like this for each goal listed)

Date: 10-15-78
Student Name: George Dee
School: #37
Type of Placement: Learning Disability Resource
Person completing form: Mr. Jones

Goal: #1 To improve math skills
Objective: By April 30, 1979, George will improve one grade level in math as measured by Pre/Post PIAT -- math subtest.

Short term behavioral objectives	Teacher Assigned	Mastery Criteria	General Methods, Materials, Management techniques, Reinforcement	Date Started	Date Achieved	Evaluation Comments
To be able to complete addition with 80% competency	Jones	80% on teacher tests	Computapes, individual math ditto sheets	9/28/78		
2 digit + 2 digit	Jones	80% on teacher tests	Worksheets, computapes, film Mickey Mouse Meets the Mysterious + Sign	9/25/78	10/3/78	
3 digit + 3 digit	Jones	80% on teacher tests	Worksheets, Sullivan Math #2, page 18	10/3/78	10/3/78	He's got it!

Placement should be made in a learning disability resource room one hour daily 5 days per week.

Remediation should be attempted to help improve math primarily.

Should be in "resource" 1/6 (16%) of his time.

His classroom behavior should be monitored closely

IV. Specific Education and/or Support Services Needed

Counseling should be provided with the psychologist one hour per week to help George curb his aggressive behavior. The psychologist will set up a contingency management program.

To begin October 1 and continue to June 2

1. To improve math skills
2. To decrease aggressive behavior
3. To improve self concept

V. Criteria for Evaluation of Annual Goals

1. Peabody Individual Achievement Test -- all subtests, administered Sept. - May
2. Incomplete Sentence for Self-Concept administered Sept. - May
3. Frequency counts - daily
4. Teacher observation - monthly

By signing this form the following indicate they are knowledgeable of its contents and agree with the individual education plan.

Date ______ Signature - Parent ______

Date ______ Signature - Superintendent or his designee ______

DURATION: Aug. 29 TO June 2, 1978 INDIVIDUALIZED EDUCATION PLAN STAFFING DATE: 8-22-77

NAME: George Dee SCHOOL YEAR: 1977-78 AGE: 12 BIRTH DATE: 8-1-65
PARENTS: Charles and Ethel Dee ADDRESS: 717 Amazon Young, AZ
DISTRICT OF RESIDENCE: Bremerton

I. Statement of Specific Educational Program
Extent of Participation in Regular
Educational Program

Primary Program	Check Needs	Percentage of Time	Dates	Comments
Reguler Class	X	84%	8-29	
Special Class	X	16%	8-29	
Home based				
Residential				
Services				
Tutoring				
Speech & Language Therapy				
Physical Therapy				
Attendant Service				
Transportation				
Orientation & Mobility				
Counseling	X	1 per week		
Vocational				
Other:				

II. Evaluations and Present Levels of Educational Performance:

reading	5.1
math	4.0
spelling	3.2
language	5.3
Other	

Intelligence Tests:

SUMMARY: George is a bright student and able to handle most academic areas. He gets along well with others, specifically male teachers. However, in some instances George has trouble dealing with reality. When confronted with "pressure" situations he stalks away cursing. He also has very poor visual sequential memory. He learns well through the auditory channel.

CASE STUDY

Gloria Williams is a physically handicapped student in a wheelchair. She has an interest in home economics and would like to enroll in a beginning class where foods, clothing construction, and child development are offered. Gloria has full use of her arms, hands, and the upper part of her body. When Gloria included the course in her schedule, the home economics teacher refused to let her enroll in the class, because the room is not set up to accomodate wheelchair bound students.

- -

1. What are the legal issues involved in this study?

2. Who should be concerned about these issues?

3. Who will benefit if these issues are resolved?

4. What might be some of the anticipated results of this study?

5. What are some of the barriers to be overcome to resolve these issues?

6. What activities are needed to obtain positive results?

7. What strategies for change might be most effective?

8. What evaluative techniques might be used to determine the effectiveness of the change strategy?

9. Has a similar case occurred in your district or institution? How was it resolved?

CASE STUDY

John Vorhees has expressed interest in entering a clerical training program in a local community college. The present open-entry, open-exit, individualized training program is 100% female. John is aware of this and feels it will not be a barrier to his training. He insists that he has always wanted to work in an office. John appears highly motivated, and his academic skills are excellent. John is, however, physically handicapped and requires a wheelchair, which poses a problem, since the clerical training program is located on two separate floors of an older building, which has no elevator.

- -

1. What are the legal issues involved in this case study?
2. Who should be concerned about these issues?
3. Who will benefit if these issues are resolved?
4. What might be some of the anticipated results of this study?
5. What are some of the barriers to be overcome to resolve these issues?
6. What activities are needed to obtain positive results?
7. What strategies for change might be most effective?
8. What evaluative techniques might be used to determine the effectiveness of the change strategy?
9. Has a similar case occurred in your district or institution? How was it resolved?

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Films

"Cipher In The Snow." 16mm, 24 minutes, color, for college and adult viewers. The true story of Cliff Evans, a shy, timid little boy, who is reduced to a zero after years of neglect by his family, schoolmates, and teachers. His sudden, inexplicable death reminds everyone of the human need for love and caring.

"Get It Together"(1977). 16mm, 20 minutes, color, sound. Explores the painful recreation of a full life for the paraplegic. Available for rent from the Central Arizona Film Cooperative, Audiovisual Services, Arizona State University, Tempe, AZ, 85281, phone:(602)965-5073.

"I CAN" program techniques and strategies; set of four 16mm sound films. Examples of how to set performance objectives, how to measure entry level, and how to prescribe and conduct activities which allow student to progress at his/her own pace. Hubbard, P.O. Box 104, Northbrook, IL, 60062.

Filmstrips

"P.L.94-142 The Education For All Handicapped Children Act," by Joseph Ballard, Jean N. Nazzaro & Frederick Weintraub. This three-part multimedia presentation includes three captioned filmstrips, three audio cassettes, a copy of the law, a question-and-answer document (which may be duplicated for group use), and a printed copy of the script for each film. This package is suitable for general audiences, in-service training, and parent programs. 1976, 3 films, 3 cassettes, $50.00, 47800. The Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091.

"Disturbed? Who's Disturbed?" (Emotionally Disturbed). Illustrates symptoms often exhibited by emotionally troubled students. Way to minimize stress and distress-for both you AND your student. Wisconsin Vocational Studies Center University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"Employment of the Physically Handicapped." Available on free loan from Resource Center for SVE Teachers, c/o Curriculum Development Center, Porter Building, University of Kentucky, Lexington, KY, 40506.

"Feel Not Good." (Hearing Impaired). Isolates the special problems of the hearing impaired. How to recognize and assist hearing impaired students. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"Physically Handicapped Workers in Service Occupations." Available from Resource Center for SVE Teachers, c/o Curriculum Development Center, Porter Building, University of Kentucky, Lexington, KY, 40506.

"Placement by DISability." (Visually Impaired). Emphasizes the individuality of visually impaired students, the diversity of their attitudes and abilities. Explores particular problems of the visually disabled. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"RX for Independence." (Program Modification). What it means to "go through changes" for your handicapped students. Specific guidelines tell how to analyze and meet your handicapped student's educational and vocational needs. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706, phone:(608)263-3696.

"Square Peg, Round Hole." Sensitizes teachers to problems and needs of those whose values and expectations are "out-of-sync" with those of the vocational school. 20000-7M9A044-78. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706, phone:(608)263-3696.

"Txkx tx thx Xpxn Rxxd." (Learning Disabled). What a learning disability is-and what it is NOT. How to recognize a learning disabled student and utilize his/her "open learning road" in classroom and shop. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"Unaccustomed As I Am..." (Educable Mentally Retarded). A picture window view of the problems facing a mentally retarded student. How instructors can positively affect a retarded student's learning, work and life. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"Vocational Education of the Handicapped." Eight-program filmstrip/cassette series available ($160.00) from Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

"Willing To Try." (Physically Disabled). The first-person account of a disabled young man's willingness to try-and succeed. How instructors can minimize frustration and maximize success for disabled students. Wisconsin-Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706.

Human Agencies

Arizona Foundation For The Handicapped; Donald J. Hinkel, Director, 4700 N. Central Ave., Phoenix, AZ, 85012, phone: (602)266-6111. Patient teaching to help the mentally retarded develop the ability to care for themselves; vocational training to make the handicapped employable.

Arthritis Foundation; Kent Bradt, Executive Director, 100 W. Osborn Rd., Suite D, Phoenix, AZ, 85013, phone: (602)264-7679. Operates an arthritis diagnostic clinic at Maricopa County General Hospital, provides public health information and public education through information and referral, and trains allied health officials.

Association for Hearing, Speech; Donald E. Burton, Executive Director, 814 Thayer Ave., Silver Spring, MD, 20910, phone: (301)588-5242. Work for people with hearing/speech problems by training administrators, publicizing professional journal, assisting audiometric and speech pathologist assistants; referral service for communicative disorders.

Center for the Blind, Inc.; Allen Woody, Director, 3100 E. Roosevelt, Phoenix, AZ, 85008, phone: (602)273-7411. Provides social and recreational activities, and instruction in areas of personal development and rehabilitation for the legally blind of Arizona.

Chandler Association for Retarded Citizens; P.O. Box 511, Chandler, AZ, 85224, phone: (602)963-9356. A local group that supports a Chandler Activity Center for retarded citizens and sends three local retarded children to Camp Adventure in Prescott annually.

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Community Legal Services; Andrew Silverman, Director, 903 N. Second Street, Phoenix, AZ, 85004, phone: (602)258-3434. Legal representation for eligible clients with civil/legal problems including: housing, family, consumer, government benefits, and special problems of farm workers, urban Native Americans, and older Americans.

The Community Services Program; University Continuing Education, ASB, Room 110, Arizona State University, Tempe, AZ, 85281. Provides information on how to get involved helping others through day care programs, hospitals, youth programs, senior citizens, food bank, drug abuse programs, planned parenthood, etc.

Foundation for Blind Children; Margaret L. Bluhm, Director, 3720 N. 75th St., Scottsdale, AZ, 85251, phone: (602)947-3744. Serves blind and visually handicapped children, birth through high school. Family counseling; preschool classes; deaf-bling class; orientation and mobility instruction; summer programs. Depository of all materials and equipment used in the public schools.

Colenhaven; J. David Barkley, Director, 4334 W. Vista Ave., Glendale, AZ, 85301, phone: (602)937-9263. Serves developmentally disabled persons from infancy through adult years. Offers job training, residential and other developmental programs.

Handicapped Hotline; for qualified job-ready handicapped workers, 258-7288.

Jane Wayland Center; Dr. Carl Hoelle, Director, 4621 N. 16th Street, Suite 401, Phoenix, AZ, 85016, phone: (602)248-8448. Professional mental health Services for emotionally disturbed of all ages. Specialized services for children.

M.A.R.C. Center; Marilyn Click, Director, 924 N. Country Club Dr., Mesa, AZ, 85202, phone: (602)969-3800. Services for the developmentally disabled: for infant and pre-schoolers, education and training; and for adults, vocational training, residential services, and recreation.

Tempe Center for Handicapped; Mardy Zimmerman, Executive Director, 1155 W. 23rd St., Tempe, AZ, 85281, phone: (602)894-2355. Assisting the profound and severely retarded and physically disabled pre-school child and the disabled adult.

Valley of the Sun School for Handicapped Children; Richard Joe Cox, Director, 3115 W. McDowell, Phoenix, AZ, 85009, phone: (602)278-5551. The oldest and largest facility of its kind in the Valley, Valley of the Sun School provides residential and educational facilities and programs for over 200 mentally handicapped citizens of our community. The school provides services for all degrees of retardation from infancy through adulthood.

Volunteer Bureau-Phoenix-Scottsdale-Tri City; Isabille Tinker, Director, 1515 E. Osborn Road, Phoenix, AZ, 85014, phone: (602)763-9736, or 21 S. Hibbert, Mesa, AZ, 85202, phone: (602) 834-7777. Matching 7,000 volunteers annually with voluntary and governmental agencies that need their time and skills. Makes 13,000 referrals to non-profit agencies. Also publishes a teenage directory that is placed in all the Valley high schools.

Human Resources

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INSTRUCTIONAL STRATEGIES FOR SERVING SPECIAL POPULATIONS IN VOCATIONAL EDUCATION

MULTICULTURAL

GUIDELINES FOR LIFE DECISIONS - A SURVEY

Developed by G.L. Moulton

Directions: Below are listed some statements concerning the nature of social and personal life. Read each statement carefully, and, then, place an X in the box opposite the statement which best represents the extent to which you personally agree or disagree with it as a guideline for your life decisions.

	A-3 Agree Entirely	A-2 Agree Mostly	A-1 Agree Somewhat	D-1 Disagree Somewhat	D-2 Disagree Mostly	D-3 Disagree Entirely
1. "I think it's important to join with others in cooperative community efforts in trying to accomplish the well-being of all citizens."						
2. "I believe it's reasonable to hold the expectation that personal success will eventually come if I strive persistently to achieve worthwhile goals."						
3. "I think it's reasonable to anticipate that some long-term benefits will result for me if I postpone the immediate gratification of pleasures."						
4. "I believe that in most instences a person's work can be viewed as an important outlet for his creativity and can be an interesting, enjoyable, and even exciting aspect of life."						
5. "I'm convinced that time is a valuable asset and, therefore, I should take seriously my committments to and appointments with others."						
6. "A pleasing, attractive and healthful home environment doesn't need to be expensive or require great efforts to achieve. Many ideas for comfortable and creative life styles are readily available without expending a lot of money or time to discover them."						
7. "I think it's important and necessary to establish sensible family spending habits through planning, budgeting, and setting of priorities."						
8. "I think it's important that members of a family perform the traditional social roles consistently so that stable relationships develop among family members that are understood, respected, and enhance the formation of self-identity."						
9. "I believe that people who are not successful in coping with life can usually be helped by learning how to overcome their weaknesses through planned educational experiences or specialized counseling opportunities."						

	A-3 Agree Entirely	A-2 Agree Mostly	A-1 Agree Somewhat	D-1 Disagree Somewhat	D-2 Disagree Mostly	D-3 Disagree Entirely
10. "To me, the patient endurance of hardship or personal fortitude during trying times is most characteristic of persons who possess optimism about the future and who trust in themselves and in the social system to make things better eventually."						
11. "I think it's better to react to things according to a logical plan where consequences have been carefully thought out than to do things impulsively or emotionally."						
12. "I think it is best to protect children from some realities of life until they are older and more capable of understanding them and can deal with them in a more mature way (for example, family financial troubles, marital conflicts, serious illness, death, sex, parental anger, etc.)."						
13. "It is important to me that those in my neighborhood and community demonstrate their loyalty to common values by consistently behaving within a prescribed pattern of acceptable norms."						
14. "It is important that the common and traditional religious forms and practices be observed in the community so that spiritual fulfillment can be realized by all persons."						
15. "I'm convinced that an objective outside observer of a social situation is in a better position to suggest ways to improve it than one immersed in the problem situation as a daily participant."						

(Contributed by Dr. Warren Kingsberry and Dr. Morrison Warren)

(page 57)

How People of the Inner-City Might Respond to "Guidelines for Life Decisions."

Below are five of the 15 Guidelines for Life Decisions you have been considering. Each is followed by paragraphs taken from MY PEOPLE, a publication written by Mrs. Milan C. Brenkus for the Inner City Protestant Parish in Cleveland, Ohio. Mrs. Brenkus is a social worker for this "inner city" agency and the wife of an inner city minister.

Read the paragraphs carefully, keeping the Guideline they pertain to in mind. Then imagine yourself as a resident of this inner city, subject to the circumstances described. As such an inner city resident, indicate in the space provided the extent of your agreement or disagreement with the Guideline.

2. "I believe it is reasonable to hold the expectation that personal success will eventually come if I strive persistently to achieve worthwhile goals."

School dropouts, self destructive behavior, alcoholism, crime and a host of other social problems seem to be linked to a low self-image in a great many people. A welfare child lives in a world of limited expectations. He may be criticized for failure at home, yet never encouraged when his achievement is satisfactory or above average. Mediocre effort may be accepted by his teacher, and he may be routinely discouraged from entering college because his school counselor may feel this is an unattainable goal which will only lead to disappointment.

Employers may take no responsibility for upgrading a worker's skills, but simply seek to hire a new person who is already competent.

The person living in such a defeatist culture may not expect to succeed. He may expect to be unappreciated, ridiculed, rejected, or cheated, so why struggle? Thus we may see a child give up music lessons offered on a scholarship after three lessons - or a man fail to follow up on a job offer.

Guideline 2. AE_____AM_____AS_____ DS_____DM___ _DE____

3. "I think it's reasonable to anticipate that some long-term benefits will result for me if I postpone the immediate gratification of pleasure."

Many inner city people live close to their instincts. Their orientation may be toward the immediate gratification of the pleasure of the moment rather than toward an anticipated future goal. What can be seen, touched and experienced now is real, while the future appears undependable, illusory and apt to be disappointing.

Because the future looks hopeless, a poverty child who finds $5 may spend it all on pop or candy rather than try to save it for a much wanted bicycle. A mother may settle for a casual sexual relationship with a married man because she sees little hope of finding someone really eligible. A family may move back to Kentucky in the middle of the night, since the outlook for finding work or paying back rent seems hopeless.

Middle class people find security, satisfaction, and real enjoyment from the ordinary routines of life. Family meals, work and regular church attendance are occasions of satisfaction and fulfillment.

Poverty people, on the other hand, may lead such monotonous, anxious, starved lives that daily routines are endured rather than enjoyed.

Guideline 3. AE____AM____AS____ DS____DM____DE____

4. "I believe that in most instances a person's work can be viewed as an important outlet for his creativity and can be an interesting, enjoyable, and even exciting aspect of life."

A man who works as a migrant farm laborer or dish washer to stave off hunger does not conceive of his work as an outlet for his creativity. A mother who is desperately scratching for a meager existence for her children may feel that her day to day existence is an unbearable grind.

Such a person finds the "real meaning" and source of life's satisfactions in occasional episodes of excitement or enjoyment rather than in his day to day existence. He may come alive after work. Thus, it is common to see groups of bored teenagers roaming the street looking for some action. We see people willing to work on an interesting project, yet resisting a long range plan which is dependent upon routine or regular participation.

Guideline 4. AE____AM____AS____ DS____DM____DE____

5. "I'm convinced that time is a valuable asset and, therefore, I should take seriously my committments to and appointments with others."

In middle class America, "time is money;" people are in a hurry and life as a whole is lived by the clock. Inner city people do not share this preoccupation with time.

Because they are forced to wait endlessly at clinics, welfare offices, public health offices, and the like, resistance develops against hurrying to an appointment just to wait. Hostility toward people in authority can be expressed indirectly by "making them wait for a change." It can be secretly satisfying to see how annoyed the nurse, school principal, or probation officer becomes when appointments are not taken seriously.

The absence of family routines develops an undisciplined style of life where nothing is done "on time." A child may live in a family where father does not get up every morning for work, or where mother sleeps late because of having worked all night. As a result, older children may be expected to dress and feed younger ones, with the routines of eating and dressing perhaps lasting hours for the pre-schoolers.

When poor people refuse to wait in a long line for a five or ten minute interview with a doctor or social worker, it may not necessarily mean that they are unmotivated. It may simply mean that they have already been to the employment office, clinic, settlement house, or church, and found that they did not receive the kind of help which would be practical or useful. Therefore, it would seem pertinent at times to see what might be done to make these agencies more relevant other than to assume that it is the people who must be motivated to accept services as they are offered.

Guideline 5. AE____AM____AS____ DS____DM____DE____

9. "I believe that people who are not successful in coping with life can usually be helped by learning how to overcome their weaknesses through planned educational experiences or specialized counseling opportunities."

In describing inner city personality characteristics or family relationships, it is important to appreciate the rich variety and complexity of human nature. Stereotypes seem accurate from a distance, but are quickly broken down in intimate personal encounters. If we make hasty judgements about poverty people, we can easily overlook the many strengths which exist in their culture. If schools, social agencies, churches and the public at large want to make changes, they dare not approach inner city people with the attitude that they are weak, ignorant people who must be taught how to live. Concentration on weaknesses has obscured the many strengths of inner city people who have a legitimate and constructive contribution to make to the mainstream of American life.

Physical handicaps, advanced age, inadequate public school education and minority status all become insurmountable employment problems only when there are more people available than jobs. Thus the great majority of poor people may be perfectly realistic when they say they need resources and opportunities rather than advice and counseling.

Guideline 9. AE____AM____AS____ DS____DM____DE____

(Contributed by Dr. Warren Kingsberry and Dr. Morrison Warren)

CASE STUDY

Lee, an eighteen year old Vietnamese student, is enrolled in a diesel mechanics course. Since coming to the United States a year and a half ago, Lee has attempted to learn English with limited success. He can, however, handle constructive criticism of his speech and is eager to improve his language ability. Pre-vocational assessment indicates:

1. His reading level is lower than that needed for success in the class as it is now organized.
2. He has trouble making himself understood orally because he mispronounces many words and has difficulty reproducing many sounds in the English language.
3. He has difficulty understanding the British accent of the diesel mechanics instructor.

- -

1. What are the legal issues involved in this case study?

2. Who should be concerned about these issues?

3. Who will benefit if these issues are resolved?

4. What might be some of the anticipated results of this study?

5. What are some of the barriers to be overcome to resolve these issues?

6. What activities are needed to obtain positive results?

7. What strategies for change might be most effective?

8. What evaluative techniques might be used to determine the effectiveness of the change strategy?

9. Has a similar case occurred in your district or institution? How was it resolved?

CASE STUDY

Manuel Chavez attempts to enroll in a program in welding at a local educational institution. He is told that prior to registering for the first course he must buy new equipment and supplies that cost $500.00. Only one brand of equipment is approved for use in the class and it is available only from the college supply stand. As part of the practical application of welding techniques learned in the program, Manuel is told that, among other things, advanced students weld trailer hitches and do minor repairs on equipment for faculty, staff and students at the college. A minimal charge is made for this work. The students are not paid; however their exendable supplies are used for these projects. Since Manuel does not have $500.00, he is told:

1. That he cannot enroll in the program.
2. That he is welcome to enroll in any of a number of other occupational programs--engineering technology, electronics, etc., for which he will need only textbooks.

- -

1. What are the legal issues involved in this case study?
2. Who should be concerned about these issues?
3. Who will benefit if these issues are resolved?
4. What might be some of the anticipated results of this study?
5. What are some of the barriers to be overcome to resolve these issues?
6. What activities are needed to obtain positive results?
7. What strategies for change might be most effective?
8. What evaluative techniques might be used to determine the effectiveness of the change strategy?
9. Has a similar case occurred in your district or institution? How was it resolved?

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Friendly House; Eugene G. Brassard, Director, 802 S. First Ave., Phoenix, AZ, 85003, phone: (602)257-1870. For anyone in need. Programs offered are: counseling, social casework, alcoholism, immigration-naturalization services, job placement, citizenship training, English as a second language classes, youth activities, and senior citizen activities.

Jewish Family and Children's Service of Phoenix; Lois Tuchler, Director, 2033 N. 7th St., Phoenix, AZ, 85006, phone: (602)257-1904. Open to all. Jewish oriented. Foster care, adoption and group residence programs. Counseling and support services for families, children, and the elderly. Specialized Indian Services.

Multicultural Education Center; College of Education, The University of Arizona, Tucson, AZ.

Phoenix Indian Center; Syd Beane, Director, 3200 N. 7th St., Phoenix, AZ, 85014, phone: (602)279-4116. A center providing an array of services to assist urban and migrant Indian families and individuals; effectively related to an urban setting.

Southwest Indian School; Douglas Carter, Director, 14202 N. 73rd Ave., Peoria, AZ, 85345, phone: (602)979-6008. A coeducational school for Native Americans, family counseling. Presently has 160 students.

Urban League; Junius A. Bowman, Director, 1402 S. 7th Ave., Phoenix, AZ, 85007, phone: (602)254-5611. Nationally-established interracial organization whose major programs in Phoenix provide job training, basic education, job placement for minorities and disadvantaged. Variety of other social services available.

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INSTRUCTIONAL STRATEGIES FOR SERVING SPECIAL POPULATIONS IN VOCATIONAL EDUCATION

WOMEN/SEX EQUITY

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE VOCATIONAL EDUCATOR'S ROLE

Outlines and Participants' Materials For Application Sessions
For Vocational Educators

Joyce Kaser, Martha Matthews, and Shirley McCune, authors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph Califano, Secretary
Mary F. Berry, Assistant Secretary for Education

Office of Education

Ernest L. Boyer, Commissioner

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Worksheet 15

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

Responses: ____A. "Do you intend to have any more children?"

____B. "What does your husband do for a living?"

____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: As a male administrator you demonstrate the following patterns of non-verbal behavior:

Responses: ____A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.

____B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with appropriately the same frequency and feel comfortable doing so.

____C. You use touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation: You receive information related to an administrative intern training program. You:

Responses:
____A. Distribute the information only to male teachers.

____B. Distribute it to all teachers.

____C. Conduct a special recruitment effort to attract more female teachers into the intern program.

4. Situation: Your school utilizes the following forms:

Responses:
____A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children.

____B. A report card form which begins "Dear Mr. and Mrs."

____C. A report card which begins "To the family of ____________."
student's name

____D. A data form completed by employees after they are hired which asks for marital status for insurance purposes.

5. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

Responses:
____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

6. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

Responses:
____A. Survival for Singles

____B. Bachelor Living

____C. Living Alone and Liking It

____D. Basic Home Economics for Boys

7. Situation: One of your trades and industry teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by the teacher and students. You say to her:

Responses: ____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, and to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harrassment, and it's my responsibility to see that your rights are protected."

____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

8. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses: ____A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

____B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.

____C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

9. Situation: You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

Responses: ____A. Avoid using rough or obscene language in front of females but use it freely with males.

____B. Try to avoid using rough or obscene language around females and apologize when you slip.

____C. Refer to males on the staff as "men" and the women as "gals."

____D. Have signs on the restroom doors that say "Men" and "Ladies"

10. Situation: There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom. You:

Responses:

____A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

____C. Instruct the teacher to let the females use the restroom in emergency situations.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR INSTRUCTORS

Worksheet 16

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination legislation

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As an instructor you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

Responses: ____A. "You finally got your hair cut. Melissa, you certainly look much more attractive."/ "Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."

____B "Kathy and Louie, both of you did an excellent job on planing those doors. That's really good work."

____C "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here."

2. Situation: You observe the following non-verbal behavior patterns of a male welding instructor:

Responses: ____A He visits the work stations of males and females with approximately the same rate of frequency.

____B He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.

____C He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. Situation: You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as an instructor you:

Responses: ____A. Require students working behind the counter waiting on customers to wear unisex jackets.

____B. Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.

____C. Allow male students to wear T-shirts and tank tops but not females.

4. Situation: As a home economics instructor, you encourage your students to be in good physical and mental health by:

Responses: ____A. Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball, while females (in leotards) are pictured doing exercises and riding bikes.

____B. Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance.

____C. Inviting a cosmetics consultant in to demonstrate use of makeup to females in your class; showing males a movie on aerobics.

5. Situation: In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

Responses: ____A. both adult males and females taking care of and playing with children

____B. females caring for children and males playing with children

____C. males doing yard work; females doing laundry and cleaning

____D. females doing yard work; males doing laundry and cleaning; both doing cooking

6. Situation: The following are excerpts from career education materials distributed in your school's job placement center.

Responses: ____A. "All girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

____B. "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."

____C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

7. Situation: You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

Responses: ____A. Survival for Singles

____B. Bachelor Living

____C. Living Alone and Liking It

____D. Basic Home Economics for Boys

8. Situation: In making assignments, you:

Responses: ____A. Require males to make a bookcase; females, a cheese board.

____B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.

____C. Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

____A. As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.

____B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.

____C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through babysitting for you. That option isn't open to males in the group.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

Responses: ____A. Ask the counselor to remove him from your class.

____B. Ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now.

____C. Establish and enforce strict rules against harassment of any student.

____D. Establish and enforce strict rules against harassment while at the same time helping all students to explore sex stereotyping and its implications for them.

11. Situation: In your coed gourmet cooking class, the females often take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

Responses: ____A. Ignore this behavior, since the females are doing it on their own and the males aren't causing any problems.

____B. Praise the females for being so considerate and helpful.

____C. Clarify responsibilities so that both sexes clean up after they've finished cooking.

12. Situation: You're a home economic instructor introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no previous experience at all. You:

Responses: ____A. Present the sewing machine as you might introduce any other power tool.

____B. Team males and females in the class so that females can give the males assistance in learning how to use the machine.

____C. Divide the class by sex so that you can spend more time with the males.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR COUNSELORS

Worksheet 17

Directions: Listed below are a number of situations which are familiar to vocational education counselors. Under each situation three or four possible responses are provided. Please read each situation and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination law

B - Sex-biased behavior - reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a counselor you believe that part of your responsibility is to support students for their academic achievement, career aspirations, and social behavior. You make the following comments to female and male students:

Responses: ____A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive."

____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could start looking at some other options for you."

____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it.

2. Situation: You demonstrate the following patterns of non-verbal behavior in your counseling situations:

Responses: ____A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.

____B. You stand and sit as close to students of one sex as you do students of the other sex.

____C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. Situation: A 16-year old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her pre-vocational program in distributive education. You say:

Responses: ____A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

____B. "You can continue in school. There's no reason for you to leave unless you want to."

____C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."

____D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. Situation: You overhear a colleague making the following comments to students:

Responses: ____A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

____B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

____C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."

5. Situation: The following are items on a vocational interest survey:

Responses: ____A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

____B. Would you like to babysit and bake a cake or crochet and watch television?

____C. Would you like to read a novel and play tennis or join a club and take a biology course?

6. Situation: Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:

Responses: ____A. Investigate the "openings for girls" listed on the "jobs for summer" board.

____B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.

____C. Join a group of students doing minor home repairs and lawn and garden work during the summer.

____D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.

7. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

Responses: ____A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."

____B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

____C. /a pamphlet entitled/ "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

8. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting, and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

Responses: ____A. "In this school you have the right to take any class you want."

____B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."

____C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children? Select some other elective such as business law.

9. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

Responses: ___A. "Well, you know there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

___B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."

___C. "Under Title IX students are assured the right to nondiscrimination in all education program. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

10. Situation: The following are excerpts from student scheduling forms which parents must sign:

Responses: ___A. "Dear Mr. and Mrs."

___B. "A student in Stevens High School has many options open to him. He may . . ."

___C. "The family of ______________________________"
(student's name)

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet ~~11A~~ 15
For Administrators

1. d A
d B
d C
d B

2. b A
f B
f C

3. f A
a B
f C

4. d A
f B
a C

5. b A
f B
b C

6. d A
b B
f C
f D

7. d A
f B
a C

8. f A
d B
f C
d D

9. d A
f B
d C

10. d A
d B
f C

11. b A
b B
b C
b D

12. d A
f B
d c

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet ~~13A~~ 16
For Instructors

1. b A
f B
a C

2. f A
f B
b C

3. f A
a B
d C

4. b A
f B
d C

5. f A
b B
b C
a D

6. b A
f B
a C

7. f A
d B
f C
d D

8. d A
b B
d C

9. f A
a B
d C

10. d A
d B
f C
a D

11. b A
b B
f C

12. f A
b B
d C

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RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet ~~12A~~ 17
For Counselors

1. b A
a B
f C

2. b A
f B
f C

3. b A
f B
d C
a D

4. b A
b B
f C

5. d A
f B
a C

6. b A
b B
f C

7. b A
b B
f C
a D

8. f A
d B
f C
d D

9. f A
b B
a C

10. f A
b B
d C

11. d A
f B
a C

12. b A
b B
f C

Vocational Education Transparency 1

OCCUPATIONAL EARNINGS OF WOMEN AND MEN 1974

Occupation Group	Earnings 1974 Women	Earnings 1974 Men	% Men's Earnings Exceeded Women's
Professional & Technical Workers	$9,570	$14,873	55.4
Managers & Administrators	8,603	15,425	79.3
Sales Workers Total	5,168	12,523	142.3
Retail Trade	4,734	9,125	92.8
Other Sales Workers	8,452	13,983	65.4
Clerical Workers	6,827	11,514	68.7
Craft Workers	6,492	12,028	85.3
Operatives	5,766	10,176	76.5
Service Workers	5,046	8,638	71.2
Farmers and Farm Managers	--	5,459	--
Nonfarm Laborer	5,891	8,145	38.3
Private Household Workers	2,676	--	--

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* Women's Bureau, "The Earnings Gap Between Women and Men (Washington, D.C.: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, 1976), p. 8.

Vocational Education Transparency 2

TABLE I - DISTRIBUTION OF WOMEN AND MEN IN THE WORK FORCE - 1977*

Major Occupation Group	Percent Female	Percent Male
Professional & Technical Workers	42.0	58.0
Managers & Administrators	20.8	79.2
Sales Workers	42.9	57.1
Clerical Workers	78.2	21.3
Craft and Kindred Workers	4.8	95.2
Operatives	31.2	68.8
Nonfarm Laborers	9.3	90.7
Service Workers	61.5	38.5
Farm Workers	16.2	83.8

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*U.S. Department of Labor, Women's Bureau telephone conversation, July 1977.

TABLE II - DISTRIBUTION OF FEMALES AND MALES IN VOCATIONAL EDUCATION PROGRAMS - 1976**

	Percent Female	Percent Male
Agriculture	11.3	88.7
Distribution	48.0	52.0
Health	78.7	21.3
Consumer and Homemaking	83.2	16.8
Occupational Home Economics	84.7	15.3
Office	75.1	24.9
Technical	11.3	88.7
Trade and Industry	12.7	87.3
Special Programs	33.3	66.7

**Department of Health, Education, and Welfare's Office of Education, Bureau of Occupational and Adult Education "Enrollments in Vocational Education Programs FY 1976" (Washington, D.C.: Bureau of Occupational and Adult Education, Winter, 1978).

Vocational Education Transparency 3

MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN*

Ten Major Occupations Employing Women	Ten Major Occupations Employing Men
Secretaries	Engineers
Food Service Workers	Carpenters
Teachers (except college and university)	Auto Mechanics
Sales Clerks	Mechanics (except auto)
Bookkeepers	Blue Collar Worker Supervisors
Health Service Workers (dental assistants, practical nurses, nursing aides)	Truck Drivers
Personal Service Workers (hairdressers, child care workers, attendants)	Cleaning Workers
Nurses, Dieticians, Therapists	Food Service Workers
Cashiers	Farm Owners and Tentants
Private Household Workers	Protective Service Workers (fire, police, etc.)

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*U.S. Department of Labor, Women's Bureau, "Table 1: Employed Persons in Selected Occupations - 1976 Annual Averages" (Washington, D.C.: Women's Bureau, 1977). (Calculations made by Resource Center on Sex Roles in Education.)

Vocational Education Transparency 4

TRENDS IN FEMALE AND MALE ENROLLMENTS IN VOCATIONAL EDUCATION*

	1969		1976	
	Female	Male	Female	Male
Agriculture	2.0	98.0	11.3	88.7
Distribution	44.5	55.5	48.0	52.0
Health	92.2	7.8	78.7	21.3
Consumer and Homemaking	95.5	4.5	83.2	16.8
Occupational Home Economics	86.7	13.3	84.7	15.3
Office	78.0	22.0	75.1	24.9
Technical	8.7	91.3	11.3	88.7
Trades and Industry	11.1	88.9	12.7	87.3
Special Programs	41.0	59.0	33.3	66.7

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* Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977), and Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs, FY 1976."

CASE STUDY

Jerry Williams, a male student in a junior high school program, wants to register for the general ninth grade home economics program in his school. When his schedule is processed, he is told the principal has declared the home economics program open only to female students.

- -

1. What are the legal issues involved in this case study?

2. Who should be concerned about these issues?

3. Who will benefit if these issues are resolved?

4. What might be some of the anticipated results of this study?

5. What are some barriers to be overcome to resolve these issues?

6. What activities are needed to obtain positive results?

7. What strategies for change might be most effective?

8. What evaluative techniques might be used to determine the effectiveness of the change strategy?

9. Has a similar case occurred in your district or institution? How was it resolved?

CASE STUDY

Karen Jones, a student at an urban high school, has requested to be enrolled in a class titled Auto Mechanics for the Future. Meeting with the counselor, she is informed that she must take a preliminary test to fully determine her level of proficiency prior to entering the program. As a result of the test, she is advised of the following:

1. Her level of proficiency does not qualify her for that particular class.
2. She will be assigned to a class in beginning auto mechanics specifically designed for females, where practical application is limited.
3. Since she is not taking the class as a preparation for a future occupation, the beginners class will serve her purpose.
4. She is pregnant and working around cars may be injurous to her condition.

An incidental investigation of the process determines that male students need not take a proficiency test to qualify for this particular class as they appear to have natural mechanical ability.

- -

1. What are the legal issues involved in this case study?
2. Who should be concerned about these issues?
3. Who will benefit if these issues are resolved?
4. What might be some of the anticipated results of this study?
5. What are some of the barriers to be overcome to resolve these issues?
6. What activities are needed to obtain positive results?
7. What strategies for change might be most effective?
8. What evaluative techniques might be used to determine the effectiveness of the change strategy?
9. Has a similar case occurred in your district or institution? How was it resolved?

Source: This case is adapted from Toward Equity: Effective Title IX Strategies K-Postsecondary, A. Metha; B. Landers; B. Peterson, and L. Mahon, U.S. Dept. of Health, Education and Welfare, Office of Education, Washington, DC, 1979.

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Sexual Bias in Testing and Job Placement. 90 minutes, order #72933. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC, 20009.

Stabbins, Linda B., Nancy L. Amers, Ilana Rhodes. *Sex Fairness in Career Guidance: A Learning Kit*. A multi-media overview of guidelines for recognizing sex bias in career interest inventories, counseling, and career guidance. Includes ditto masters and supplementary exercises on audio cassette. Abt Publications, 55 Wheeler Street, Cambridge, MA, 02138.

Women in the Economy (1974). 30 minutes. Available ($11.00) from Pacifica Tape Library, Dept. W 3761, 5316 Venice Blvd., Los Angeles, CA, 90019.

Films

"Anything They Want To Be: Sex Role Stereotyping in Intellectual and Career Oriented Activities in Schools"(1974). 16mm, color, sound, 7 minutes. Available (for sale $95.00, for rent $12.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA, 94720. (Due to litigation film may not be available at this time.)

"Back to School, Back to Work." 16mm, color, sound, 20 minutes, order #77540. Available (for sale $265.00, for rent $25.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC, 20009.

"Cross-Cultural Approach to Acquisition of Sex Roles and Social Standards." 16mm, color, sound, 24 minutes. Available (for sale $395.00, for rent $39.50) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd Dr., New York, NY, 10022.

"Farewell to Welfare," (1976). Color, 20 minutes. Story of three actual welfare mothers at work in non-traditional jobs. Available from General Services Administration, National Archives and Records Service, National Audio-visual Center, Washington, DC, 20409.

"Freedom Training." Shows female students participating in training for non-traditional jobs such as auto mechanics, electronics, welding, and radio and television broadcasting. Also shows black males training for medical technology and business administration and a handicapped person training to become a florist. Availabe with "User's Guide" from Indiana Career Resource Center, 1209 So. Greenlawn Ave., South Bend, IN, 46615, phone: (219)289-2851.

"Increasing Job Options For Women." Available (for sale $26.25, no rental) from National Audiovaisual Center, Washington, DC, 20409.

"Job Discrimination: Doing Something About It," (1977). 16mm, color, sound, 59 minutes. Available (for sale $580.00, for rent $21.75) from Indiana University Audio Visual Center, Bloomington, IN, 47401.

"Jobs in the City - Women at Work." 16mm, color, sound, 11 minutes. Available (for sale $175.00) from Centron Films, 1621 W. 9th St., Box 687, Lawrence, KA, 66044.

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"The Sky's the Limit." Interviews and observations of women participating in apprenticeship programs. Available from U.S. Dept. of Labor, Bureau of Apprenticeship and Training, 2005 Smith Tower, 506 2nd, Seattle, WA, 98103.

"Why Mothers Work," (1976). 16mm, color, sound, 18 minutes. Available from Encyclopedia Britannica Educational Corp. Films, 425 N. Michigan Ave., Chicago, IL, 60611.

"Women in Communication," (1975). 16mm, color, sound, 15 minutes. Available (for sale $205.00, for rent $16.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

"Women in Management: Threat or Opportunity," (1975). 16mm, color, sound, 30 minutes. Available (for sale $450.00, for rent $45.00) from CRM Educational Films, Del Mar, CA, 92014.

"Women in the World of Work." 16mm, color, sound, 15 minutes. Available (for sale $175.00, for rent $17.50) from Vocational Films, 111 Euclid Ave, Park Ridge, IL, 60068.

"Working Mothers," (1974). 16mm, color, sound, 30 minutes. Available (for sale $350.00, for rent $30.00) from Abigail Child, 114 E. 13th St., New York, NY, 10003.

Filmstrips

"American Women-New Opportunities." Two programs, each with two filmstrips, cassettes, and guide. Available ($40.00 each) from Social Studies School Service, 10000 Culver Blvd., Dept. 5, P.O. Box 802, Culver City, CA, 90230.

"Jobs and Gender." Media Kit: two filmstrips, cassettes, discussion guide. Available ($48.00) from Guidance Associates, 41 Washington Ave., Pleasantville, NY, 10570.

"Mothers Work Too." Six filmstrips. Available ($42.00) from Imperial Film Company - Marstons, P.O. Box 20827, Phoenix, AZ, 85030.

"My Mother Has A Job." Six filmstrips. Available ($65.00) from Eye Gate Media, 146-01 Archer Ave., Jamaica, NY, 11435.

"News Media and the Working Woman-Getting Rid of Stereotypes in Reporting." Filmstip with cassette, color, 30 minutes. Available ($17.50) from Mind Openers, Box 2948, Rockridge Station, CA, 94618.

" Nontraditional Careers for Women." (1974). Two filmstrips and cassettes. Available ($50.00) from Pathescope, 71 Weyman Ave., New Rochelle, NY, 10802.

"Sexism in Career Education Materials." Filmstrip and cassette. Available (for sale $300.00, for rent $35.00 plus $5.00 postage and handling) from Women on Words and Images, P.O. Box 2163, Princeton, NJ, 08540.

"To Be A Woman And A Writer." Two filmstrips with records or cassettes, color. Available ($52.50) from Guidance Associates, 757 Third Ave., New York, NY 10017.

Games/Simulations

Bender, David L. and Gary E. McCuen. Determining Family and Sexual Roles: Future Planning Game, Greenhaven Press, 1973.

Steiger, Jo Ann and Arlene Fink. "Expanding Career Horizons," Illinois State Board of Education, 1977.

Human Agencies

Arizona Women's Commission; 1624 S. Adams St., Room 305, Phoenix, AZ, 85007. Developing nontraditional training opportunities for women.

Better Jobs for Women; 1545 Tiremont Place, Denver, CO, 80202.

Camp Fire, Maricopa Council; Jan Sanderson, Director, 1515 E. Osborn Road, Phoenix, AZ, 85014, phone: (602)263-7725. Serving 11,000 girls, boys, and adults by providing informal educational and recreational programs designed to develop decision-making skills and growth in personal responsibility for self, family and community.

Career Education Division; Dept. of Secondary Education, Room 404-C, Arizona State University, Tempe, AZ, 85281, phone: (602)965-7362.

Glendale Child Development Center; Jolly Kush, Director, 7102 N. 58th Dr., Glendale, AZ, 85301, phone: (602)934-7001. Provides for infants through first grade (6 years) hot lunches, bilingual education, parent counseling, and health care.

Labor Education Advancement Program, (LEAP), 5329 N.E. Union Ave., Room 204, Portland, OR, 97211. Has people working to get women into trades.

Mesa Day Care Center; Capt. Rex McCulley, Director, P.O. Box 1120, Mesa, AZ, 85201, phone: (602)962-9103. Responsible day care for young children of mothers who must work to help support their families.

Non-Traditional Careers Project; Michigan Technological University, Houghton, MI, 49931.

Non-Traditional Job Opportunities; Fran Chaffin, Director, Lower Columbus College, 1600 Maple, Longview, WA, 98632.

Ocotillo Girls' Club; Kathleen Scharr, Director, P.O. Box 502, Glendale, AZ, 85311, phone: (602)939-4969. Provides character-building activities, arts and crafts training, recreation and counseling.

Phoenix Day Nursery; Leola Weidinger, Director, 115 E. Tonto, Phoenix, AZ, 85004, phone: (602)252-4911. Loving care all day in cheerful, wholesome surroundings for the children of mothers who must work to support their families. Infant care. Pre-kindergarten. Kindergarten.

Planned Parenthood; 83 E. Broadway Rd., Tempe, AZ, 85281, phone: (602)967-9414. Provides counseling and medical services.

Project HEAR provides educators with assistance in achieving equity in student career goals. For print and multimedia materials appropriate for multidisciplinary, K-12 classrooms, contact Project HEAR, 575 Erving St., Princeton, NJ, 08540, phoneL (609)921-1484.

Project MOVE recognizes the need for expanded career and family roles for men and women in our changing society. Maximizing Options in Vocational Education provides publications, workshops, and films on innovative and effective approaches to achieving sex-equity. Charlotte J. Farris, Project Director, SUNY College of Technology, Dept. of Vocational Technical Education, 811 Court Street, Utica, NY, 13502.

Save-A-Child League; Helen Henderson, Director, 2500 E. Thomas, #B2, Phoenix, AZ, 85016, phone: (602)957-0001. Counseling service to married couples (Catholic and non-Catholic), families, unwed mothers; has six nurseries and child care centers in Westside area.

Tempe Girls' Club; Don Standish, Director, P.O. Box 717, Tempe, AZ, 85281, phone: (602)966-2770, Vocational awareness and recreational activities for girls 7-17. Delivered through a facility-based program.

Urban League; Junius A. Bowman, Director, 1402 S. 7th Ave., Phoenix, AZ, 85007, phone: (602)254-5611. Nationally-established interracial organization whose major programs in Phoenix provide job training, basic education, job placement for minorities and disadvantaged. Variety of other social services available.

Wider Opportunities for Women; 1649 K St., NW, Washington, DC, 20006.

Women's Bureau, Department of Labor; Lazelle Johnson, Seattle, WA, 98102.

Women in Skilled Trades, Women's Resource and Policy Development Center,
1501 Neil Ave., Columbus, OH, 43201.

Women in Trades, University Y.W.C.A, 4244 University Way, Seattle, WA, 98105.

Women Working in Construction, 3872 Porter St., NW, Washington, DC, 20009.

Work Options for Women; Thelma Jackson, Director, 220 East Union, Olympia, WA, 98501.

Human Resources

Committee on the Status of Women in the College of Agriculture; Barbara Daboll, Chairperson, College of Agriculture, The University of Arizona, Tucson, AZ, 85721. The committee provides supportive interaction amoung women in agricultural careers at all levels, serves as a contact group, sponsors lectures and seminars, and assists individuals in career orientation.

Deborah Dillion, Editor, The S.T.E.R.E.O. Speaker, and Sex Equity Specialist, Arizona Dept. of Education, 1535 W. Jefferson, Phoenix, AZ, 85007.

Darlene Haring, Counsultant, Career Bound, Scottsdale School District, phone: (602)949-6587.

Carlos Moore, Director, Agricultural Occupations and State Advisor, Arizona Association, Future Farmers of America, 1535 W. Jefferson, Phoenix, AZ, 85007, phone: (602)271-5353.

Rachel Moreno, Home Economics Building, The University of Arizona, Tucson, AZ.

Robert Taudebaugh, Vocational Director for Tempe, Chandler, Gilbert, and Apache Junction. (Bob's dissertation research is being done on sex discrimination in vocational education.)

Slide Tapes

"Help Wanted, Women Need Not Apply." Slides, script, 20 minutes. Available (for sale $18.40, for rent free) from U.S. Civil Service Commission, 1100 Commerce Street, Dallas, TX, 75202.

"Increasing Job Options For Women" (1976). Slides, cassette, color, 10 minutes. Available from the U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 200 Constitutional Ave., Washington, DC, 20210.

"There's A Kangaroo in My Classroom." 54 slides and script for slide tape of 8 minutes 30 seconds. Produced by Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri, 65211.

"Toward Sex Equity in Vocational Education." Produced by Vocational Education Equity Project (VEEP), Project Equity: Sex Desegregation Assistance Center for Region IX. Contact: Dr. Barbara Peterson, Project Director, Room 327, Education Classroom Building, California State University, Fullerton, CA, 92634, phone: (714)773-3811.

"What Do You Want To Be When You Grow Up"(1974). Slides, sound, 15 minutes. Available from Isis, 2185 W. 4th Ave., Vancouver, BC, VGK IN7.

"Women Artists. Third World." 80 slides, biographical notes, critical notes. Available ($80.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd St., New York, NY, 10022.

"Women Artists: The Twentieth Century." 80 slides, biographical notes, critical notes. Available ($80.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd St., New York, NY, 10022.

Videotapes

"Feminists in Hard Hats." Discussion with women who worked on pipelines as laborers, teamsters, and electricians. Available (for rent $15.00) from Mechanica, 4244 University Way, Seattle, WA, 98105.

"Job Discrimination: Doing Something About It"(1977). Videocassette, color, sound, 59 minutes. Available ($405.00) from Indiana University Audio Visual Center, Bloomington, IN, 47401.

"Men Who Are Working With Women in Management"(1975). 3/4" videocassette, color, 28 minutes. Available (for sale $500.00, or for rent $100.00) from MSC (Martha Stuart Communications), 66 Bank St., New York, NY, 10014. (Also available in 16mm at same prices.)

"The Prize is Right" and "The Job Game." Two videotapes in a quiz sow format. A WEEA project to reduce stereotyping of occupational career choices among middle school girls and boys. Three-quarter inch, 30 minutes, color cassettes. Available for rent ($20.00 each) or purchase ($85.00 each) from Video Project, Boston, YWCA, 140 Clarendon St., Boston, MA, 02116.

"Women and Careers." Provides interviews with a congresswoman, psychologist, law professor, architect, construction supervisor, dentist, judge, and college dean. Address inquiries to Dr. Gayle Kimball, Coordinator, Women's Studies Program, C.S.U., Chico, CA, 95929.

"Women's Place is in the Trades." 30 minutes. Available (for rent $15.00) from Mechanica, 4244 University Way, Seattle, WA, 98105.

"Women in Policing"(1974). 3/4" videocassette, color, sound, 29 minutes. Available (for sale $130.00, for rent $55.00) from Public Television Libraries, 475 L'Enfant Plaza, S.W., Washington, DC, 20024.

"Women Workers"(1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, DC, 20024.

Visual Aids

"Pioneers in a Man's World." Twenty-one pictures, black and white, with guide. Available $13.25) from Documentary Photo Aids, Mount Dora, FL.

Posters. Set of 6 posters (18" x 24") depicting young people in non-traditional occupations. Available from Expanding Vocational Options Project, Center for Women's Services, A331 Ellsworth Hall, Western Michigan University, Kalamazoo, MI, 49008.

"Women At Work." Eighteen pictures available ($12.00) from Mind Openers, Box 2948, Rockridge Station, Oakland, CA, 94618.

"Women in Sports." Six 8 x 10 black and white photos of women in sports. Available ($3.35) from Cathy Cade, 2103 Emerson St., Berkeley, CA, 94705.

Print

Anderson, Julie A. and Norma C. Murphy. "An Empirical Approach to Salary Discrimination," Educational Research Quarterly, Vol. 2 (Spring 1977), 48-57.

Artel, Linda and Susan Wengraf. Positive Images: A Guide To Non-Sexist Films for Young People. Booklegger Press, 555 29th St., San Francisco, CA, 94131, phone: (415)647-9074.

Packet of Assessment Instruments that includes "Changing Family and Work Force Quiz," with an answer key and fact sheet, "Guidelines for Evaluating Vocational Textbooks," "Checklist for Sex-Fair Teaching Behaviors," "General Guidelines for Sex-Fair Measurement Instruments," "Rating Scale for Audio-Visual Materials," "Youth Survey of Knowledge and Attitudes," and a copyrighted machine scorable "Student Checklist of Sex-Fair Teaching Behaviors." Administration and scoring details plus other information included. Available for duplicating and postage cost of $2.00 from Project MOVE, NG230 MVR, Cornell Univeristy, Ithaca, NY, 14853.

Bem, Sandra L. and Daryl J. Bem. Training the Woman to Know Her Place; The Social Antecedents of Women in the World of Work. Pennsylvania Department of Education, Harrisburg, PA, 1975.

Bergstrom, Fredell and Joseph E. Champagne. Equal Vocational Education. Institute of Labor and Industrial Relations, University of Houston, Houston, TX, 77004.

A Bibliography of Suggested Resources for Understanding and Building Sex Equity Into Secondary Vocational Education Programs, 500 resources from Expanding Vocational Options Project, Center for Women's Services, A331 Ellsworth Hall, Western Michigan University, Kalamazoo, MI, 49008.

Birk, J.M. Providing Life/Career Planning for Women and Girls, National Consortium on Competency Based Staff Development in Cooperation with American Institutes for Research, Palo Alto, CA, 1976.

Blimline, C.A. "The Effect of a Vocational Unit on the Exploration of Non-Traditional Career Options," Journal of Vocational Behavior, Vol. 9, No. 2, 1976, pp. 209-217.

Booklets on professional and non-traditional careers. Order from Catalyst, 6 E. 82nd, New York, NY, 10028.

Budke, Wesley E. and Kathleen A. Jezierski. *Equal Access and Opportunity in Vocational Education: An Annotated Bibliography of Articles, Reports, and Projects.* The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH, 43210, 1976.

Chitayat, Deanna, Harvey Lieberman, and Judith Waters. *Sex Equity in Self-Views, In School Practices, In Career Counseling.* Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York.

Christensen, Twila M., Patricia Romero and Nan Schmeling. *The Whole Person Book: Towards Self Discovery and Life Options, Counselors Expanding Career Options Project*, Nebraska Commission on the Status of Women, Lincoln, Nebraska, 1977.

Cochran, D., and P. Warren. *Career Counseling for Women: A Workshop Format*, American Personnel and Guidance Association, Washington, DC. 1976.

National Institute of Education. *Conference on the Educational and Occupational Needs of Black Women*, Vol. 2, Research Papers, Washington, DC, April, 1978.

Curtis, Jean. *Working Mothers*, Doubleday and Co., Inc., New York, 1976.

Dophin, Doris. *Home Economics Unlimited*. 1978. Available from the Training Institute for Sex Desegregation of the Public Schools, Rutgers, The State University of New Jersey, Douglass Campus/Federation Hall, New Brunswick, NJ, 08903.

"The Education Amendments of 1976: Impact on Women and Girls Concerning Vocational Education," a topical paper dissemmated by The Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington DC, 20009, phone: (202)387-1300.

"Effective Title IX Strategies: K-Post-Secondary." Developed by The California Coalition for Sex Equity in Education, Phase II. The Women's Educational Equity Act Programs, U.S. Dept. of Health, Education, and Welfare. Available through Dr. Arlene Metha, Arizona State University, Tempe, AZ, 85281.

Eliminating Sex-Role Stereotyping in Vocational Education: A National and State Perspective. A comparison of vocational education student enrollment and staffing patterns from Expanding Vocational Options Project, Center for Women's Services, A331 Ellsworth Hall, Western Michigan University, Kalamazoo, MI, 49008.

An Equal Chance: A Parents Introduction to Sex Fairness in Vocational Education, U.S. Government Printing Office, 1978.

Equal Opportunities in Vocational Education, Sex Equity Unit, Program Services Branch, Divison of Vocational Education, Alabama State Department of Education, Montgomery, Alabama, 36130.

Evenson, Jill S. and Mary L. O'Neil. Current Perspectives on the Role of Career Education in Combatting Occupational Sex-role Stereotyping, Far West Laboratory. San Francisco, CA, 1978.

Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators. A comprehensive source book that includes background information, fact sheets, checklists, guidelines, resources, bibiographies and activities on sex stereotyping and bias, the changing labor force and family, legislation, educators and adolescents, textbooks, A-V materials, testing, career education and occupational recruitment. Available for duplicating and mailing cost of $3.00 from Media Services, College of Human Ecology, Cornell University, Ithaca, NY, 14853.

Farmer, Helen S. and Thomas E. Backer. New Career Options for Women: A Counselors Sourcebook, Human Sciences Press, New York, NY, 1978.

Farmer, H.S. "What Inhibits Achievement and Career Motivation in Women?" The Counseling Psychologist, Vol. 6, 1976, pp. 12-15.

Farris, C.J. "Eliminating Sex Bias in Vocational Youth Group Organizations," (1978). Report of one phase of a three phase project. Provides a summary of a leadership camp program for New York State vocational youth group leaders and advisors. (29 pp.) Available for duplicating and mailing costs from Project MOVE, NG230 MVR, Cornell University, Ithaca, NY, 14853.

Farris, C.J. "Vocational and 4-H Youth Group Members' Knowledge and Attitudes Concerning Expanding Roles." Report of one phase of a three phase project, the results of a survey of knowledge and attitudes of New York State youth concerning changing labor force, family and sex stereotyped activities. (23 pp.) Available for duplicating and mailing costs from Project MOVE, NG230 MVR, Cornell University, Ithaca, NY, 14853.

"A Final Report: The Special Vocational Educational Needs of Women - expanding Career Horizon." State Board of Education, Illinois Office of Education, Joseph M. Cronin, Superintendent, Dept. of Adult, Vocational and Technical Education, Springfield, IL, 1978.

Foxley, Cecelia H. Locating, Recruiting, and Employing Women: An Equal Opportunity Approach. Garrett Park Press, Garrett Park, MD, 20766, 1976.

Fuchs, R. Differences in hourly earnings between men and women. Monthly Labor Review, 1971, 94, 9-15.

Gassman, Roberta, Fredda Mergon and Patricia Armstrong. Freedom for Individual Development: Vocational Education, Wisconsin Feminists Project Fund, Inc., Wisconsin Dpet. of Public Instruction, Madison, WI, 1977.

Gorman, Anna M. Package of Materials from the Research Project: Local Vocational Advisory Council Involvement in Effecting Sex Equity in Vocational Education, 143 HEW, Oklahoma State University, Stillwater, OK, 74074.

U.S. Dept. of Labor. Handbook on Women Workers, 1969. Bulletin No. 294 Washington, DC: Women's Bureau, 1974.

Women on Words and Images. Help Wanted: Sexism in Career Education Materials, Princeton, NJ, 1975.

U.S. Dept. of Labor. Highlights of Women's Employment and Education. Washington, DC: Women's Bureau, 1974.

How to Erase Sex Discrimination in Vocational Education. Women's Rights Project, American Civil Liberties Union Foundation, 22 E. 40th St., New York, NY, 10016, 1977.

Hudges, N. Future Jobs for High School Girls. Washington, DC.: Women's Bureau, U.S. Dept. of Labor, 1968.

Kane, Roslyn D. Preparing Women to Teach Non-Traditional Vocational Education. Information Series No. 137, ERIC, Clearinghouse on Adult, Career, and Vocational Education, the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH, 43210.

INSTRUCTIONAL STRATEGIES FOR SERVING SPECIAL POPULATIONS IN VOCATIONAL EDUCATION

READING

READING AND VOCATIONAL EDUCATION

1. Overview and Rationale
   - A. Characteristics of the disabled reader
   - B. Why the disabled reader?

II. How to Make Adolescents More Successful in School
   - A. Teach following directions
   - B. Teach listening
   - C. Teach summarizing and notetaking
   - D. Teach vocabulary coping strategies
   - E. Test-taking and memorizing

III. How to Make Adolescents More Successful in Life Survival Skills
   - A. What are the life survival skills?
   - B. Creating and using the survival pak as one means of teaching

IV. Curriculum Modification
   - A. Multiple presentation methods
   - B. Class organization and management
   - C. Lightening the load for the disabled reader

Prepared and Presented by Michele Simpson and Monta Tillman

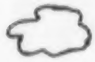
FOR SUCCESS IN LIFE: SURVIVAL SKILLS

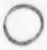
EVALUATING/MAKING CHOICES	
FOLLOWING WRITTEN DIRECTIONS	GAME INSTRUCTIONS LABELS, RECIPES WORK SCHEDULES APPLIANCE MANUALS PUTTING TOYS TOGETHER FIRST AID CLOTHING CARE DO-IT-YOURSELF KITS VOTING MACHINE
UNDERSTANDING FORMS	SOCIAL SECURITY, INCOME TAX W-2 FORMS JOB APPLICATIONS ARMED FORCES APPLICATIONS, FORMS SALES AGREEMENTS MAIL ORDER FORMS SUBSCRIPTIONS, COUPONS DRIVER'S LICENSE, PERMIT UNION MEMBERSHIPS CHECKING/SAVINGS ACCOUNTS CREDIT CARD APPLICATIONS CAR LOANS CAR/HEALTH/LIFE INSURANCE
LOCATING INFORMATION TABLE OF CONTENTS INDEX ALPHABETIZING CROSS-REFERENCING APPENDIX	PHONE BOOKS CATALOGUES NEWSPAPERS MAGAZINES (CONSUMERS GUIDE) TELEVISION/MOVIE SCHEDULES MAPS, TRAVEL BOOKS (AAA) BUS/TRAIN/PLANE SCHEDULES EMERGENCY SERVICES MANUALS
GAINING INFORMATION	TRAINING MANUALS SAFETY AND JOB REQUIREMENTS UNION CONTRACT MEMORANDUMS CLASSIFIED ADS WORK SCHEDULES COMPANY POLICY STATEMENTS LEGAL DOCUMENTS

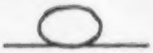
EASY SUGAR COOKIES

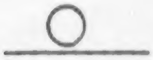
1. WHAT DO YOU DO FIRST?
2. IS CREAM OF TARTAR ADDED TO THE EGGS BEFORE OR AFTER THE VANILLA?
3. SHOULD YOU SUGAR THE TUMBLER MORE THAN ONCE?
4. WHAT DO YOU USE TO CUT IN THE SHORTENING?
5. WHY DO YOU WET YOUR HANDS?
6. WHAT WILL YOU SET THE TIMER FOR?
7. BELOW IS A SCALED DIAGRAM OF A 12" X 18" COOKIE SHEET--HOW MANY COOKIES WILL BE ON IT:

8. WHICH OF THE FOLLOWING BEST ILLUSTRATES THE WAY THE COOKIE WILL LOOK BEFORE BAKING?

A.  (TOP VIEW)

B.  (TOP VIEW)

C.  (SIDE VIEW)

D.  (SIDE VIEW)

TEACHING SEQUENCE

1. BEGIN WITH ONE-SENTENCE ORAL OR WRITTEN DIRECTIONS
2. REFUSE TO REPEAT OR EXPLAIN, BUT GIVE A REFERENCE FOR FINDING THE INFORMATION
3. TEACH THE VOCABULARY OF DIRECTIONS FOR YOUR COURSE
4. INCREASE THE DIFFICULTY OF DIRECTIONS GRADUALLY
5. TEACH THE RULES FOR FOLLOWING DIRECTIONS AND DISPLAY THEM IN A PROMINENT POSITION IN THE ROOM
6. USE COMPREHENSION QUESTIONS WHICH FORCE STUDENTS TO EXPLAIN THE STEPS
7. USE QUESTIONS WHICH REQUIRE STUDENTS TO PICTURE THE PROCESS IN THEIR MINDS

FOLLOWING DIRECTIONS

VOCABULARY DIFFICULTY

POORLY WRITTEN DIRECTIONS

LITTLE SYSTEMATIC INSTRUCTION

CONDITIONED RELIANCE ON TEACHER REPETITION

TOO MANY ORAL DIRECTIONS

GOOD GRADES

- STUDY SKILLS
  - FOLLOWING DIRECTIONS
  - LISTENING
  - NOTETAKING
  - OUTLINING, SUMMARIZING
- TEST SCORES
  - VOCABULARY
  - TESTTAKING SKILLS
  - MEMORIZATION
- NEAT WORK
- CONFIDENCE, SELF-CONCEPT

the NEW REVISED

TO FOLLOW DIRECTIONS:

MAP THE JOB: READ THROUGH QUICKLY TO GET THE GENERAL IDEA.

UNDERSTAND: WHAT DO YOU NEED?
WHAT DO YOU HAVE TO DO?

READ EACH STEP VERY CAREFULLY

PICTURE EACH STEP IN YOUR MIND-- LOOK AT ANY ILLUSTRATIONS

HOLD ON TO WHAT YOU LEARNED: GROUP THE STEPS INTO BEGINNING, MIDDLE & FINAL STAGES

YOU'RE READY?

START!

LAW: "NOTHING CAN GO WRONG WHEN IT'S DONE SO RIGHT!"

FOLLOWING DIRECTIONS

Problems:

difficult vocabulary

poorly written directions

little systematic instruction given

used to teachers repeating and explaining when they don't listen or read

too many oral directions

Teaching sequence:

1. begin with one-sentence oral or written directions
2. refuse to repeat or explain, but give a reference where the material can be looked up
3. teach the vocabulary of directions for your course (make a list from your text and manuals)
4. increase the difficulty of directions gradually
5. teach the rules for following directions and display them in a prominent position in the room
6. use comprehension questions which force students to explain the steps
7. use questions which require students to picture the process in their minds

TEACHING DIRECTIONS

Other activities:

1. Cut directions apart or scramble the sentences and have students put in order.
2. Match scrambled steps to pictures.
3. Follow directions for filling out forms, playing games, following "trick" directions (see game section).
4. Make posters illustrating the steps of important processes.
5. Have students write directions for activities, such as "how to make a peanut butter sandwich"--then have another student follow the steps exactly to test how clearly the directions are.
6. Have students fill in graphs or tables or charts according to instructions.
7. Have students follow directions on a map to reach a secret destination.
8. Encourage students to work in groups and help each other.

GAMING

Games are a good reinforcing technique for vocabulary or any other skills which is important to your content area. The following are suggested formats for paper/pencil games that junior/senior high students enjoy:

1. Crossword puzzles
2. Word searches using context clues and definitions
3. Categorization puzzles
4. Bingo (call out definitions)
5. Magic Squares (see example below)

MAGIC SQUARES FOR HOME ECONOMICS

a. sear
b. baste
c. blanch
d. braise
e. broil
f. simmer
g. roast
h. saute
i. poach

1. Cook in hot liquid being careful that food holds shape
2. Cook slowly in small amount of liquid in covered pan
3. Moisten foods during cooking with sauce or pan drippings
4. Cook over hot coals or in oven under direct heat
5. Precook in boiling water or steam (vegetables or fruit)
6. Cook uncovered in oven at medium heat
7. Brown surface of meat very quickly by intense heat
8. Brown slowly in small amount of shortening
9. Cook in slowly bubbling liquid over low heat

7 A	B	C
D	E	F
G	H	I

The Magic Number is (15).

Directions: Put the number in the correct letter box that makes a match. If you add across each row and add down each column, then totals of each should be the same. That will be the MAGIC NUMBER.

OTHER GAMING ACTIVITIES: (rewritten by you or students to fit your content area)

1. Probe
2. Concentration
3. Password
4. Jeopardy

STUDENT ASSESSMENT OF CONTENT AREA VOCABULARY

Description: This is a quick vocabulary survey which will yield a rough profile of where your class stands in relation to the specialized vocabulary of your content area. This test is given individually after the Silent Reading Skills Survey has been given.

STEPS IN PREPARATION:

1. Compile a list of twenty-five words that are important and used frequently in your content area.
2. Prepare a typed, legible master copy of the list. Laminate or cover in a plastic cover.
3. Duplicate enough copies of the list so you will have one copy for each student.

STEPS IN ADMINISTERING THE TEST:

1. Allow 75 seconds to 2 minutes to test each student.
2. Hand the student the master copy of the list. Ask the student to carefully pronounce the words aloud.
3. Allow 3 seconds for the student to pronounce a word. If the student hesitates longer than 3 seconds, ask her/him to go on the next word.
4. Mark a check on your copy for each CORRECT answer.

SCORING AND INTREPRETING THE RESULTS:

1. Count up the number of correctly pronounced words and multiply by four.
2. A score of 80- 100 indicates that the student can probably deal with most of your vocabulary by sight recognition.

   A score below 80 indicates that the student will need your specific assistance in recognizing difficult words in your content area.

EVALUATION OF RESULTS:

Enter errors on Classroom Summary Chart below by placing a check in the appropriate box across from the student's name. When completed, the teacher has a record which, read across from the skill, shows whether the whole class needs the lesson. Read from the individual name, the chart shows where the student needs help.

For each skill, the student should score 75% (3 out of 4 questions correct) to indicate adequacy in the skill. Those who score 50% (2 out of 4 questions) or below need special help. Those who have no skill deficiencies should be challenged with special activities. Overall scores should range between 70% and 90%.

CLASSROOM SUMMARY CHART

		(name)	name	name	name	name	
VOCABULARY	1.						
	2.						
	3.						
	4.						
MAIN IDEA	5.						
	6.						
	7.						
	8.						
LOCATING INFORMATION	9.						
	10.						
	11.						
	12.						
GRAPHIC AIDS	13.						
	14.						
	15.						
	16.						
FOLLOWING INSTRUCTIONS	17.						
	18.						
	19.						
	20.						
READING BETWEEN THE LINES	21.						
	22.						
	23.						
	24.						
ADJUSTING	25.						
RATE W.P.M.							
scan	26.						
skim	27.						
MAKING JUDGMENTS	28.						
	29.						
	30.						
	31.						

SILENT READING SKILLS SURVEY

DESCRIPTION: The Silent Reading Skills Survey test is given at the beginning of the year or at the beginning of a unit to assess each student's skill strengths and weaknesses. It is the best suited assessment for the classroom because it uses the specific textbook to determine skills, can be administered to the whole class in a short time, and gives specific information for lesson planning.

PROCEDURES:

1. Select a passage of 3-5 paragraphs which has meaning apart from the text.

2. Assess the difficulty with the Fry Readability Graph.

3. Number the lines.

4. Develop questions over the passage according to the following suggestions.

Part I: Vocabulary (choose 4-5 words from the passage)

Examples: "What is the meaning of _________ in line number _____?"
"What is another word which could be used for _________ in line____?"
"What is a word meaning the opposite of _________ in line ____?"
"What are other meanings of the word ________ in line ____?"
"What does the prefix (or suffix or root word) ('un-') on the word _________ mean in line ____?"
"Which of the dictionary meanings printed below does the word ________ in line ____ have?"

Part II: Main idea (3-4 questions)

Examples: "On the outline below, write the main idea and details of the first paragraph:

I.
  A.
  B.
    1.
    2.

"What is the topic sentence of paragraph 2?"
"What would be a good title for this passage?"
"What are the 2 (or 3) most important words in the first sentence of paragraph 4?"

Part III: Locating information (3-4 questions on parts of the textbook)

Examples: "On what page does the chapter entitled '_________' begin?" (question over use of table of contents)
"Where do you find the meaning of '________'?" (question about use of glossary)
"Where is information about ________ found?" (question about use of index)
"On what page do you find information about ________?" (select an entry in the index that requires use of cross-references)

Part IV: Use of graphic aids (3-4 questions)

Examples: "Turn in your books to the illustration on page ____ and answer the following questions:
1. According to the chart, how many _______?
2. Which of the _______ is the longest?
3. In which column do you find the names of _______?
4. According to the diagram, what do you do first?

Part V: Following instructions (3-4 questions)

Examples: "Below, are the steps necessary for making a _______ are mixed up. In the blanks, number them in correct order from 1-10."
"Write the numbers 10, 5, 7, 20 in reverse order in the space to the right of the page."
"Draw a circle around the first number."
"Connect the second and fourth number with a curved line."

Part VI: Reading between the lines (3-4 questions)

Examples: "From the directions above, what tool will be used to do the first step."
"Will the completed project be bigger or smaller than a _______?"
"How long will it take to complete the _______ above from beginning to end?"
"What would happen if step 3 and 4 were reversed?"
"Why is it important to _______?"

Part VII: Adjusting rate

Use a stop watch to time the students' reading rate for the passage used in Part 1 and Part II. Write the time on the board every few seconds. When finished, each student can copy the time he required on his paper. (250 words per minute is average for a student at the grade level of the reading passage.)

Ask 2 or 3 questions requiring skimming and scanning in the text:

Examples: "Turn to page 73 and find the date when ________ happened." (allow 5 seconds) "Close your books and write the answer."

"Turn to page 80 and scim quickly to find the general idea." (allow 1 minute) "Close your books and write in your own words what seems to be happening."

Part VIII: Making judgments (3-4 questions)

Examples: "Which of the following are the least important parts?"
"Why?"
"According to the information below, is _________ safe to use around _________?"
"Label the following statements fact or opinion."
"Which of the following people would be most qualified to advise you about _________?"

CHECKLIST FOR TEXTBOOK EVALUATION

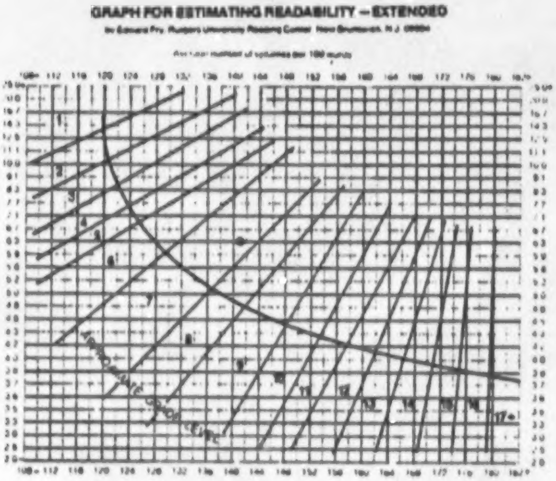
Directions: Rate the textbook on the 3-point scale below. Check where appropriate.

In terms of format and design, does the text....	UNACCEPTABLE	ACCEPTABLE	SUPERIOR	OMITTED
1. Highlight, italicize, or underline difficult new words?				
2. Provide captions under graphs, tables, diagrams that are clearly written?				
3. Provide the graph, table, or diagram on the same page as the textual reference?				
4. Utilize contemporary and colorful pictures?				
5. Utilize short line, double-column page composition?				
6. Contain a table of contents? index? glossary? chapter introductions? chapter summaries?				
7. Have clear, readable, attractive type?				
8. Provide instructions on how to read or interpret important charts, graphs?				
9. Utilize color and boldface type for emphasis of important steps, concepts, vocabulary?				
10. Provide useful and challenging chapter/unit study guide questions?				
As an instructional tool, how well does the text.....				
1. Achieve the stated course objectives?				
2. Refer to practical, real-life situations that students can relate to and have an interest in?				
3. Suggest out-of-class readings/projects to stimulate additional student interest?				
4. Avoid harmful stereotypes (sex roles, innercity residents, laborers)?				
5. Use language suitable for students using the material?				
6. Define new or difficult concepts/vocabulary?				
7. Avoid long difficult words in favor of simpler synonyms?				

	UNACCEPTABLE	ACCEPTABLE	SUPERIOR	OMITTED
8. Provide the main idea of the chapter or a purpose for reading at the beginning of each chapter?				
9. Contain questions and activities for different student abilities?				
Other Comments on the Text?				
Fry Readability Estimated Grade Level for the Text?				
Your Recommendation?				

ASSESSMENT OF MATERIALS

FRY READABILITY FORMULA



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

NOTE: For shorter selections follow the adapted instructions below:

If the number of words in the selection is:	Multiple all numbers by:
30.	3.3
40.	2.5
50.	2.0
60.	1.67
70.	1.43
80.	1.25
90.	1.1

Enter graph as above.

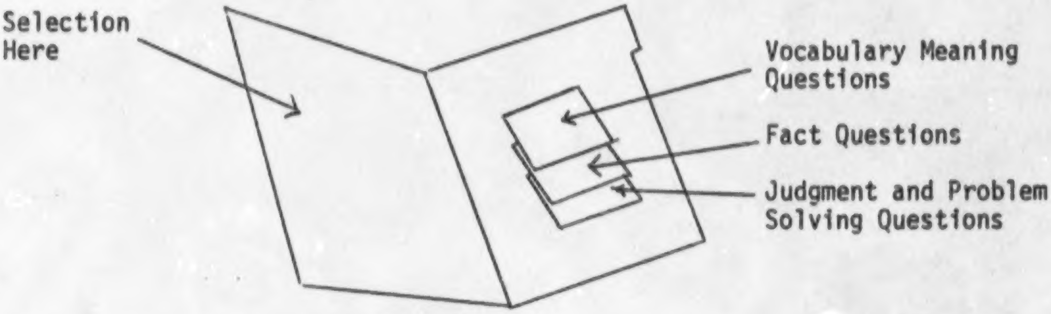
SURVIVAL PAKS

(To Teach Life-Coping and Basic Skills)

FORMAT:

1. Use file folders.
2. On the left side of the file folder paste a copy of an everyday material. (labels, ads, applications, newspaper articles, magazine ads, memos)

   On the right side of the file folder put file cards (4X6) containing questions which can be answered about the selection. These cards can be taped one just above the other so that they can be flipped up to reveal the correct answers.


Selection Here
Vocabulary Meaning Questions
Fact Questions
Judgment and Problem Solving Questions

3. Label the tab of the folder with the skills being taught and the type of material used. For example: Yellow Pages: Cross-Referencing.
4. Save these folders (survival paks) for students who finish early, for short activities or a change of pace, and for the day the substitute teacher comes.

Life-Coping or Basic Skills	Everyday Materials For Activities in Survival Paks
Following written directions	Game instructions Labels, Recipes Work Schedules Appliance Manuals, Directions for putting toys together First Aid Clothing care Instruction Do-It-Yourself Kits Voting Machine

Understanding Forms	Social Security, Income Tax W-2 Forms Job Applications Armed Forces Applications, Forms Sales Agreements Mail Order Forms Subscriptions, Coupons Driver's License, Permit Union Memberships Checking/Saving Accounts Credit Card Applications Car Loans Car/health/life Insurance
Locating Information (table of contents, index, alphabetizing, cross-referencing, appendix)	Phone Books Catalogues (Sear's) Newspapers Magazines (Consumer's Guide) Television/Movie Schedules Maps, Travel Books (AAA) Bus/train/plane schedules Emergency services Manuals
Gaining Information (main ideas, details)	Training Manuals Safety and job requirements Union contract Memorandums Classified Ads Work Schedules Company Policy Statements Legal Documents Bills Government Documents Magazines, newspaper articles